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ABSTRACT

Reported is a competency based internship program at Western Carolina Center for the Mentally Retarded for undergraduate students in special education at Appalachian State University. Explained are the consumer based approach embodied in applied training programs, the goal of providing practical and reality-based applications of knowledge assimilated in the classroom, and the activities schedule during the internship program. The physical characteristics and educational programs of three areas at the Western Carolina Center are described. The following four program phases are documented: orientation procedures; a preparatory course in the theory and practical application of behavioral modification principles, and a multidisciplinary seminar conducted by Western Carolina Center staff members who deliver seminars in their areas of specialization; the correlation of objectives in academic learning packages (on the mentally retarded, contingency management, music, and the psychology of disability) and practicum learning packages (on classroom management, modification principles, music, and medical aspects of disabilities); and program evaluation. Appendixes include a map of Western Carolina Center, a paper on the role of psychologists at the center, a list of practicum competencies in classroom management, an evaluation of the application of behavioral principles, a list of practicum competencies on the use of music in the classroom, and a list of practicum competencies related to the medical aspects of disabilities. (GW)

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Appalachian State University

A Competency Based Special Education
Undergraduate Internship at Western Carolina
Center for the Mentally Retarded

U.S. DEPARTMENT OF HEALTH,
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EC 072 647

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Preface .

Preface

The Special Education staff currently evolving at Appalachian State University has a unique training program in connection with Western Carolina Center. The program is a competency based field experience for the training of undergraduate special education students.

This manual describes each phase and facet of the internship program. Much time has been spent in the development of specific objectives which will enhance the greatest measurable gains, which are considered to be necessary in producing the "quality" type teacher so needed in the education of the exceptional child.

In reference to the preparation of this manual we feel the need to thank those who so generously contributed their time and knowledge. Special thanks go to Dr. Hewitt Clark, Mr. John Macrae, Ms. Jann Harris, Ms. Mary Bartlett Lingerfelt, Dr. Larry Larson, Adlai Boyd, the cooperating teachers and cottage personnel whose many suggestions have been included. Special thanks are due to Miss Sarah Bryant, a senior student, whose editing skills, patience, persistence, and creative suggestions greatly contributed to the completion of this manual.

In summation, this manual attempts to provide the framework for future teachers who can best be described in the words of Kahlil Gibran, author of "The Prophet." He states:

"Whoever would be a teacher of men let him begin by teaching himself before teaching others; and let him teach by example before teaching by word, for he who teaches himself and rectifies his own ways is more deserving of respect and reverence than he who would teach others and rectify their ways."

We see our students emerging from this Western Carolina Center Internship with these qualities.

I. Program Rationale

A. Philosophical and Theoretical Construct of
Applied Training Approach
(ATA)

This section describes the entire applied training approach as it relates to the Special Education teacher training program at Appalachian State University.

Dr. Benjamin L. Brooks, the originator of the Applied Training Approach, offers the following explanation.

APPLIED TEACHER TRAINING - A CONSUMER BASED APPROACH

As a student teacher, I would like to say that we are noticing more and more the lack of relevant training we are getting. We feel that we do not get enough practical experience working directly with children in the classroom as part of our training. What we are getting is the sheer lecture-type approach (President's Committee on Mental Retardation, 1971)

Not only in education nor specifically in Special Education is the oft quoted statement being made, but this complaint rings loudly throughout the halls of the "Ivory Tower," in most parts of the country, crossing many lines of training.

Many colleges and universities are trying to heed the warnings of the student population and are attempting to bring teacher training into focus with the "real world." The "real world" being the everyday activities of either the public school or the institution setting.

Historically, training has taken place on the college campus within the confines of a 30 x 30 cubicle referred to as "the classroom." The student does have limited contact with children usually on a field trip or as part of an assigned task for a course. Usually the extended contact comes as a culminating experience either through student teaching or some form of practicum after the required number of hours are spent in the classroom attending lectures, seminars or whatever. This procedure is generally a lockstep approach with Education 100 followed by Education 101 and so forth.

Appalachian State University was offered a direct challenge in the Fall of 1971. This challenge being, that consumers (public school and institution) could train future teachers to function in Special Education settings as effectively as college training programs, if not better.

In reply to this challenge the Special Education Program was reassessed as to the process of teacher training and the role of both the consumer and the producer. Rather than to rule out the value of campus instruction as well as exposure to the "real world" a cooperative effort was proposed to approach the training of Special Education personnel as a joint effort.

The newly developed Applied Training Approach (ATA) is illustrated in Diagram 1. This approach has been developed in cooperation with university, institution, and public school personnel with the responsibility for development, implementation, and evaluation vested in each.

The State Department of Education has passed competency based certification as of September 1972. Each University must within the next five years move toward competency based training programs for public school teachers.

Appalachian State University is attempting to enter the area of competency based education for Special Education trainees. At the present time the structure of the University programs will allow for only an initial move in this direction. To initiate and prepare for the anticipated success of the competency based approach, an experimental training model has been designed. Courses must still be listed by hourly credit, but grouping, on-site instruction, and sharing of the training process by the consumer has been implemented.

Following is a brief description of the training model:

Step I. General College Bloc (3 quarters)

Student enrolls in General College from High School to meet the established criteria as set by University Guidelines. Counseling is available on an individual basis to students by appointment through General College offices with Special Education Faculty. Entering students are recruited to Student Council for Exceptional Children (SCEC) by Special Education majors. Prospective special education majors are strongly encouraged to participate in special education functions held throughout the year.

Step II. Introductory Training Bloc (3 quarters)

2.1 Trainee enrolls in Childhood Education (CE) 200, Orientation to Teaching (Introduction to Special Education), for 1 credit hour. The student will spend 2-3 hours per week working with handicapped children in several diverse situations on a rotation basis to acquaint the trainee with related aspects of handicapping conditions. A one hour seminar per week with Special Education faculty is also required.

2.2 Trainee enrolls for CE 200 as well as CE 320, Introduction to Exceptional Children. Trainees will be assigned to a particular situation within the surrounding community to participate 2-3 hours per week with children as well as attend a one hour seminar with Special Education faculty to meet criteria of CE 200. CE 320 is a formal course presented in traditional University format to prospective Special Education majors and serves as an elective to other areas, i.e. Elementary Education, Secondary Education, Physical Education, etc.

2.3 Trainee enrolls for CE 200 (same as 2.2) and CE 371, Introduction to Mental Retardation (same procedures as 2.2). CE 371 is a basic foundation course in mental retardation and is offered each quarter for both special education majors and as an elective course for other areas of training.

2.4 Courses outside of the major required for graduation as established by the University will be taken during this sequence of training. At this point the trainee has not officially declared Special Education as a major. The major is not declared until 90 quarter hours of course work has been taken and the student is admitted into the College of Education.

Rationale of Step I and II

CE 200 will be offered for 3 quarter hours, 1 each quarter. This allows special education majors an opportunity for exposure to children early in their training sequence. Individuals who think they would like to enter the special education program are also afforded the opportunity to actually participate with children in practical situations.

By offering CE 320 and CE 371 at the sophomore level, students in all areas are encouraged to enroll. These two courses allow for the dissemination of characteristics and educational procedures for exceptional children as well as a theoretical base for the area of mental retardation. A student may select either or both of these courses and they may be used as electives to their major area.

NOTE: Trainees may discontinue the sequence at the end of any quarter, thus allowing the coursework taken in special education to be applied as electives toward the major they choose. This sequence early in the training process allows for recruitment as well as a screening out process early in the college career by individual students as well as by the Special Education faculty. If exit or entrance does occur at this junction, vocational counseling is available to the student by the University and individual special education faculty members.

Step III. Interchange IA or Transfer Entry Level I (1 quarter)

Over 50% of all the students at ASU are Junior College or Technical School transfers. With this entry bloc available students may transfer without falling behind in a here-to-for lockstep method. This entry level allows transfer students or students recruited from within the University to enroll in a modified Step II bloc. These students will enroll for CE 320 and CE 371 during the same quarter. Their exposure experience in CE 200 will be either waived or modified depending on the individual student needs. The student also has the opportunity to challenge any of the pre-requisite courses upon entering the special education program.

Trainees who have completed Step I and II will take an active part in working with children through SCEC and volunteer work. Related course work is taken to serve as a preparatory avenue for specialized training in the on-site modes which follow. Courses would include speech correction, speech for exceptional children, introduction to emotional disturbance, contingency management I, and course work in related areas.

Step IV - Mode I (on-site training) (1 quarter in an institution)

Trainee will be in residence at Western Carolina Center (state institution for the retarded, 45 miles from ASU). Students reside at Broughton Hospital in dormitories adjacent to Western Carolina Center. The student will enroll for 15 quarter hours of course work. Related areas of training are also offered on-site by other departments. At the present time, physical education offers

a 3 hour course, as does the Music Department. This bloc of courses is taught in seminar fashion by ASU faculty and Western Carolina Center personnel assisting in the on-site training. Staff members of WCC working directly with the program have been awarded adjunct professorships and are considered staff members of ASU. Competencies have been established (available upon request). Exiting behaviors for Mode I are entering Behaviors for Mode II. The attempt here is to bring theory into practice; immediate feedback is rendered. A manual of training has been developed and each student has a copy.

Step V - Mode II (on-site training) (1 quarter in rural county school district)

Trainees will be in residence near the center of training. Apartments and trailers are available for student rentals each quarter. At the present time Caldwell County Schools (approximately 30 miles from ASU) have been selected as the experimental location. Trainees will work 3 to 4 hours per day in a public school setting under supervision by University with small groups of children and individualized instruction. Trainees will enroll for 16 quarter hours of course work. The courses are presented in seminar fashion in the afternoons at a selected location within the county. A ten hour bloc entitled Diagnostic-Prescriptive Teaching and Curriculum Techniques will constitute the seminar content. Relevant theory and approaches will be provided for actual implementation daily.

Step VI - Interchange B (1 quarter)

Trainee will return to campus to pursue any courses needed to meet University requirements. Courses in Special Education will also be taken as will courses in related areas such as speech, early childhood, psychology, etc. This allows the now more experienced novice to apply practice to theory for relevance of training.

Step VII - Mode III (Student Teaching - urban/inner-city experience)

Trainee selects site for full day student teaching experience either in a public school or an institution. Resource room placement may also be appropriate, based upon the competencies gained through the training process. On-site instruction for the weekly seminar will be through University personnel and consumer agency personnel.

Step VIII - Mode IV Elective Bloc

This mode serves as a process evaluation for the training approach and for the trainee. At this point the trainee, with the aid of his advisor, should take a critical look at his previous preparation program as well as his experience and competencies gained. This mode is non-structured as far as formal course work or requirements. The trainee will, after successful arrival at the stated competencies for each phase of training, return to campus and select those courses felt to be most needed to become successful in his chosen career upon graduation. A trainee may select to remain in the field away from campus for more intensive applied training. The student may also elect to participate in one of the experimental programs within the department or in another administrative structure. With the help of his advisor, he will plan his final mode of training to meet his individual needs or needs conveyed through a future employer.

Step IX - Graduation: The student will have the competencies to seek employment in a variety of settings. Follow-up after graduation will be conducted by the special education faculty of graduates as well as employer satisfaction.

The ATA approach was implemented at ASU during the Winter Quarter 1971-72. Specific competencies have been outlined for each phase of training. The training process is a progressive sequence so that the exiting behavior of one step in the process serves as the entering behavior in the next progression. The major competencies expected of the trainee during each step have been formalized, but are flexible and open to change when required.

Each training phase has a specific goal with a systematized scope and sequence. To summarize the specific over-all goals of a program of this nature the major objectives are:

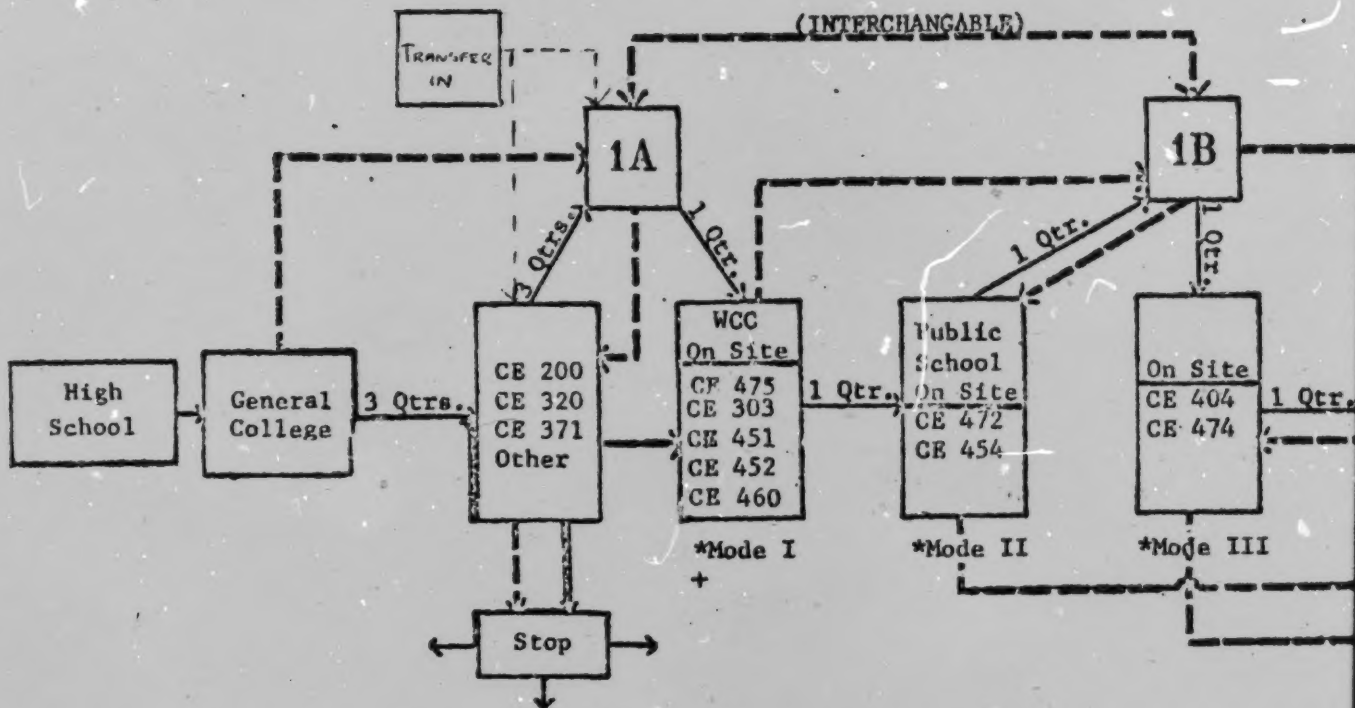
1. To provide an early practicum experience for prospective Special Education majors.
2. To develop an awareness of one's attitudes, prejudices, feelings, and responses as they influence, and are influenced by exceptional children.
3. To introduce the social, medical, emotional, physical, and mental characteristics of the mentally retarded child.
4. To identify the needs of exceptional children in relation to educational and social environments.
5. To identify the goals and objectives of Special Education programs for various types of handicapping conditions.
6. To become familiar with retardation in general; institutionalized retardates; the goals of an institution and the technique used at an institution for the retarded.
7. To identify similarities that exist between teaching in regular education and Special Education.
8. To provide "hands-on" experience in a variety of settings (institutions, rural, urban) prior to receiving a degree in special education.
9. To provide exposure and experience with children afflicted with many types of handicapping conditions prior to graduation for special education majors.
10. To become familiar with the common "core" of approaches and techniques to be utilized in the intervention process of specific deficiencies in skill areas.
11. To place the emphasis on immediate practical application of theory to practice.
12. To be capable of identifying, diagnosing and selecting appropriate educational approaches and pursuing instructional strategies in a variety of settings.

This program as described is a consumer-based, practical, yet flexible training process for the teacher-training community. By sharing the training of prospective teachers with the probable consumer, training becomes relevant and has meaning for the trainee.

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Some "off-the-record" quotes from Participants, Conference on Placement of Children in Special Education Programs for the Mentally Retarded, A Very Special Child, The President's Committee on Mental Retardation, 1971.

Applied Special Education Teacher Training Approach - ATA



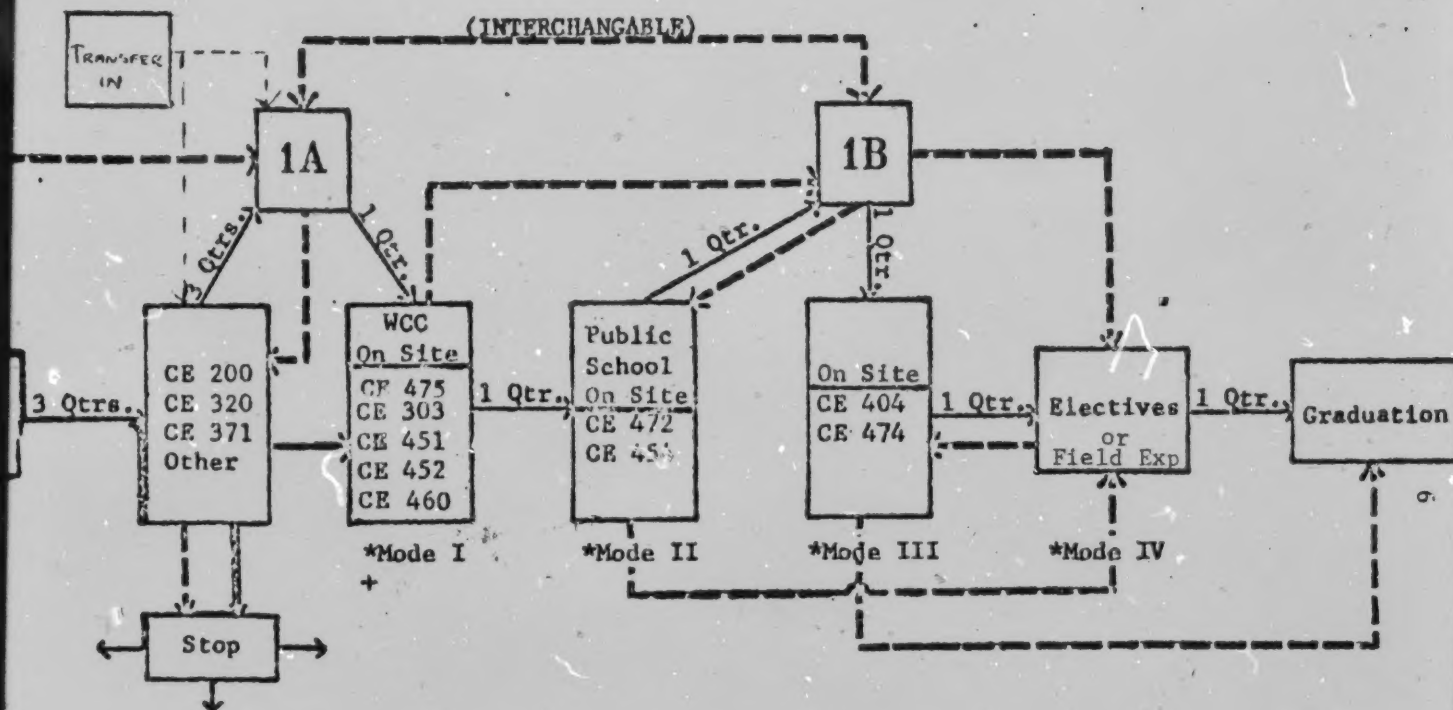
————→ - Suggested Flow of Training

—→ - Alternate Flow as determined by Trainee's course of study or previous training

- +Mode I is prerequisite to Mode II

*Mode I and Mode II must be completed successfully before Mode III is attempted

Applied Special Education Teacher Training Approach - ATA



Flow of Training

Flow as determined by Trainee's course of study or previous training and/or experience.

requisite to Mode II

Mode II must be completed successfully before Mode III is attempted

B. Internship Program at Western Carolina Center

Rationale and Overall Goals

The placement of students into a Special Education internship training program, as a cooperative venture by Appalachian State University and Western Carolina Center, is the result of specific philosophical and ideological constructs. Before elaborating upon these constructs it is necessary to note that much of the dissent from students enrolled in teacher education programs in the past has revolved around the issue of "the lack of practical or reality based application" of the theoretical knowledge assimilated in the classroom.

The major goals of the institutional internship program at Western Carolina Center are that the student involved in this module of training will be able to:

1. identify and prescribe for the educational and social needs of the institutionalized retardate as measured by the practicum competencies (Appendix 3,4,5,6).
2. demonstrate practical applications of the theoretical and academic knowledge toward the alleviation and remediation of specific educational and social skill deficiencies of the institutionalized retardate as measured by the practicum competencies (Appendix 3,4,5,6).
3. demonstrate the ability to interact within the institution in a professional and ethical manner as measured by the specific set of objectives listed in the evaluation section of this manual.

It is necessary to mention at this time that the training program at Western Carolina Center is not an isolated venture. It is essentially a cooperative venture in which two institutions are able to complement and enhance a specific teacher training program which in turn benefits the major product of all educational processes --- the child.

Throughout this manual, one can recognize that this entire program is built on specific instructional objectives which can be measured. Only in

this program can the future teachers receive an unbiased, objective education which in turn allows the professional placement procedure to be completed with assurance of the specific competencies a person possesses--it becomes not a matter of guessing, but an absolute certainty.

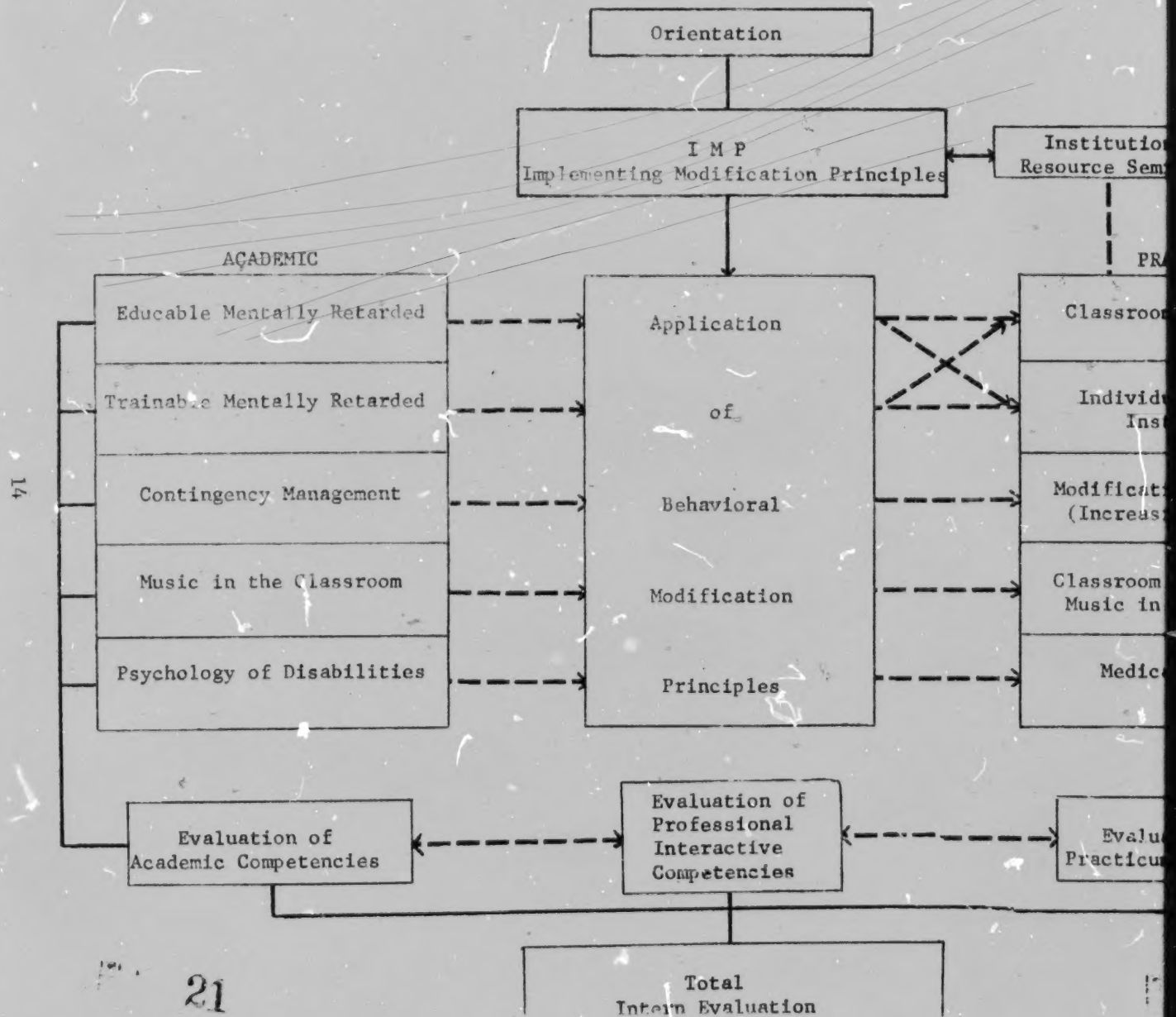
In essence, this institutionalized teacher training module at Western Carolina Center produces a product which is accountable and accepted by the most important consumer, the Board of Education, and their constituents.

C. Phased Development of the Program

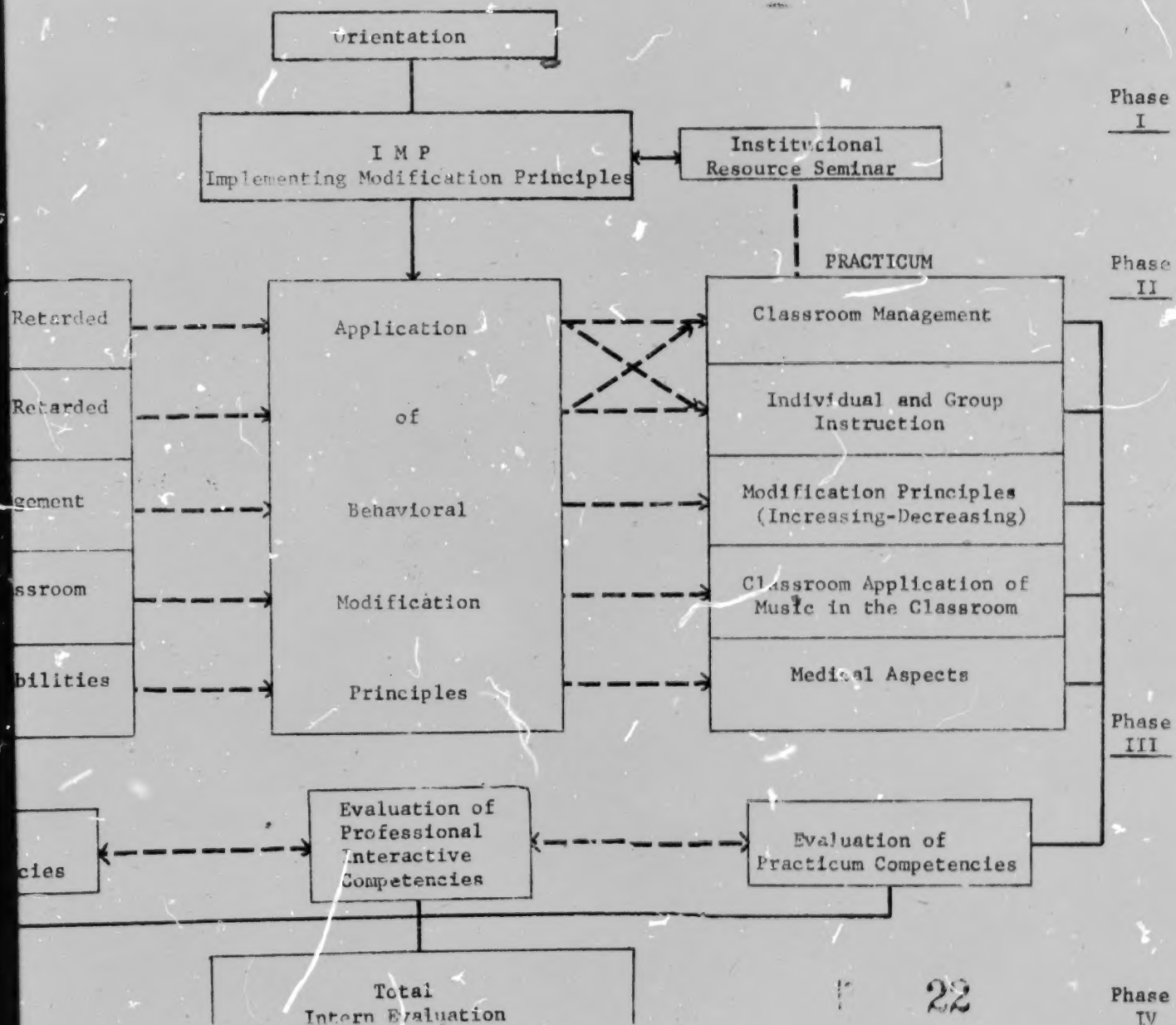
(Subject to change)

The following chart illustrated the flow of activities during the internship program at Western Carolina Center. A detailed explanation of each phase follows in later chapters of this manual.

Institutional Module of Applied Training Approach



Institutional Module of Applied Training Approach



II. Area Descriptions

Overall Area Description

Western Carolina Center consists of three specific areas or divisions, housing 807 residents. The areas are: A-for residents with physical limitations as the primary factor in placement; H-for residents within the range of mildly retarded, moderately retarded or pre-delinquent; and B-for residents within the range of trainable mentally retarded. A map of the Center is included in the Appendix.

Each ASU student is assigned to a specific area obtaining the teaching/training procedures for that area. The student, in his area, obtains the competencies for the academic and practicum blocks found in the Learning Packages.

Each area has a school where the specific educational goals of that area are carried out. The teacher-student ratio for the areas are: A - one to eight; B - one to six; and H - one to twelve. An overall recreational program is carried out through the Center with the goals of the residents in each area taken into consideration.

The following pages are descriptions of each specific area.

A. A Area

A-area consists of: two cottages, Cedar and Willow; Diagnostic Clinic; and the infirmary. Cedar and Willow house 230 residents. The intellectual levels of these children range from severely retarded to mildly or moderately retarded.

The infirmary in A-area serves the entire Center by handling the problem cases.

The education of A-area is based on the idea of eventually placing the children back into the community. There is a range of skills, including: interaction, fine motor skills, pre-school studies and elementary school subjects. To provide the residents with interaction, the staff and ASU students take them out of the institutional setting and place them in situations which require interaction such as trips to movies, zoos, events at the Charlotte Coliseum, bowling and various other field trips.

B. B Area

B-area consists of: five cottages, Pine, Elm, Hemlock, Spruce, and Birch; Holly Hall, and Redwood School. The five cottages house 325 trainable mentally retarded residents.

The education of B-area is implemented in the cottages as well as in Redwood School. The education program consists of: advanced self-help skills, pre-vocational skills, speech, toileting, and socially adaptive skills. This program is cottage-based having a carry-over to the classroom situation.

The entire education program of B area centers around increasing appropriate behaviors and decreasing inappropriate behaviors. Also included is the acquisition of self-help skills. Programs are developed and implemented for the individual child and carried out by appropriate personnel. The programs are all based on the principles of Behavior Modification. The training is done by the Behavior Modifiers, cottage parents, teachers, and ASU interns.

The Respite Care and Training Center for deaf/blind children is a federally funded model demonstration project for North Carolina. It provides emergency care and training to deaf and blind children 3-12 years of age. This program serves both A and B areas' deaf/blind children in a six-hour-a-day school program, Monday through Friday. Eligible children are admitted from outside the center from two weeks to three months; parents of these children are required to participate in their children's training on a specific schedule.

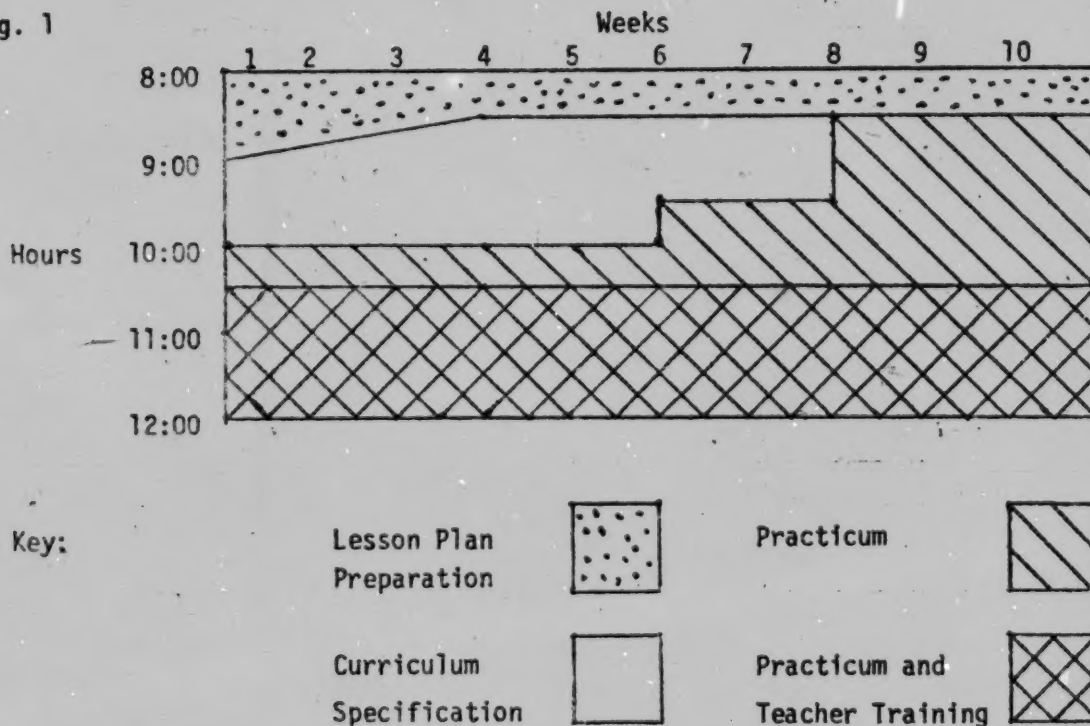
H Area

H-area consists of: four cottages, Maple, Poplar, Mimosa and Ash; Sheltered Workshop; Gateway House; Dogwood School; and Cafeteria. Maple, Poplar, Mimosa, and Ash house 112 educable mentally retarded pre-delinquent residents.

The education of H-area includes: reading, writing, numbers, social skills, self-care skills, pre-vocational skills, and home-management skills. A token system in Dogwood School has been set up to help motivate the students.

The ASU intern participating in the Dogwood School's training program has four segments of training to complete: teacher training, training in lesson plan preparation, training in curriculum specification and pretesting, and a practicum in classroom teaching. Figure 1 is a pictorial representation of the way in which the intern's morning will be divided among these four training segments.

Fig. 1



III. Phase I Orientation

Summary of Orientation Procedures:

A. Procedures

The entering student's orientation to the program takes place in two phases or specifically at Appalachian State University and upon arrival at the Center.

The orientation procedures on campus pertains to living arrangements, transportation, and academic prerequisites prior to entering the program at Western Carolina Center.

Upon arrival at the Center, a morning is spent in introductions, discussion of the handbook, and a video tape which illustrates the functions of the Center.

B. Schedule of Events

Included in the orientation phase is a discussion of the schedule of events for the Internship.

The legend for the schedule is:

- MA - Medical Aspects
- EMR - Educable Mentally Retarded
- TMR - Trainable Mentally Retarded
- Music - Music in the classroom
- IMS - Institutional Multidisciplinary Seminar
- IES - Internship Evaluation Seminar
- CM - Contingency Management
- IMP - Implemantary Behavioral Principles
- Psy of Dis - Psychology of Disability

Monday	Tuesday	Wednesday	Thursday	Friday
		9-12 General Orientation 1-4 Area Meeting	8-5 IMP Workshop	8-12 IMP Workshop 1-4 Lesson Plan Workshop
1-2 MA 2-4 EMR (1) 4-5 Open	1-2 Open 2-3 Music 3-5 TMR (1) 6:30-9 CM	1-4 Psy. of Dis. Unit 1 4-5 Open	12:45-2 IES 2-3 Music 3-4 Open 4-5 Open	1-2 MA 2-3 (IMS) 3-5 Open
1-2 MA 2-4 EMR (2) 4-5 Open	1-2 Open 2-3 Music 3-5 TMR (2) 6:30-9 CM	1-4 Psy. of Dis. Unit 2 4-5 Open	12:45-2 IES 2-3 Music 3-5 Open	1-2 MA 2-3 IMS 3-5 Open
1-2 MA 2-4 EMR (3) 4-5 Open	1-2 Open 2-3 Music 3-5 TMR (3) 6:30-9 CM	1-4 Psy. of Dis. Unit 3 4-5 Open	12:45-2 IES 2-3 Music 3-5 Open	1-2 MA 2-3 IMS 3-5 Open
1-2 MA 2-4 EMR (4) 4-5 Open	1-2 Open 2-3 Music 3-5 TMR (4) 6:30-9 CM	1-4 Psy. of Dis. Unit 4 4-5 Open	12:45-2 IES 2-3 Music 3-5 Open	1-2 MA 2-3 IMS 3-5 Open
1-2 MA 2-4 EMR (5) 4-5 Open	1-2 Open 2-3 Music 3-5 TMR (5) 6:30-9 CM	1-4 Psy. of Dis. Unit 5 4-5 Open	12:45-2 IES 2-3 Music 3-5 Open	1-2 MA 2-3 IMS 3-5 Open

Monday	Tuesday	Wednesday	Thursday	Friday
1-2 MA 2-4 EMR (6) 4-5 Open	1-2 Open 2-3 Music 3-5 TMR (6) 6:30-9 CM	1-4 Psy. of Dis. Unit 6 4-5 Open	12:45-2 IES 2-3 Music 3-5 Open	1-2 MA 2-3 IMS 3-5 Open
1-2 MA 2-4 EMR (7) 4-5 Open	1-2 Open 2-3 Music 3-5 TMR (7) 6:30-9 CM	1-4 Psy. of Dis. Unit 7 4-5 Open	12:45-2 IES 2-3 Music 3-5 Open	1-2 MA 2-3 IMS 3-5 Open
1-2 MA 2-4 EMR (8) 4-5 Open	1-2 Open 2-3 Music 3-5 TMR (8) 6:30-9 CM	1-4 Psy. of Dis. Unit 8 4-5 Open	12:45-2 IES 2-3 Music 3-5 Open	1-2 MA 2-3 IMS 3-5 Open
1-2 MA 2-4 EMR (9) 4-5 Open	1-3 TMR (9) 3-5 Open 6:30-9 CM	1-4 Psy. of Dis. Unit 9 4-5 Open	12:45-2 IES 2-5 Open	1-2 MA 2-3 IMS 3-5 Open
8-12 Assigned Area 1-4 EMR(10) 4-5 Open	8-12 Assigned Area 1-4 TMR (10) 4-5 Open 6:30-9 CM	8-12 Assigned Area 1-4 Psy. of Dis. Unit 10 4-5 Open	8-12 Assigned Area 1-4 Music	8-12 Assigned Area 1-4 IES
8-5 Individual Work Period	8-12 Individual Work Period 1-4 Program Evaluation Seminar	8-12 Checking Out Procedures 12 Noon Quarter Ended		

IV. PHASE II

Enhancing Intramodule Interaction

A. Implementing Modification Principles
(IMP)

Throughout the training module at Western Carolina Center, the student receives training in the academic and practical application of behavioral modification (Contingency Management) principles. The Contingency Management course is the formal academic portion of this training.

Because of internship emphasis and involvement in the self-help skills, increasing appropriate behavior, and decreasing inappropriate behavior in the cottages, it has been necessary to enhance the student's knowledge in the behavioral area. Before coming to the Center, the future intern attends four, five-hour Saturday sessions at Appalachian State University. These training sessions are a prerequisite to entering the program.

An outline of this "mini-course" or preparatory on-campus phase follows. The sessions are evaluated by utilizing a pre and post test.

The impact of Implementing Behavioral Principles (IMP) is apparent throughout the internship program and the time spent in preparing the student is justified in the final evaluation of the student in the practicum setting.

Title: Implementing Modification Principles (IMP)
 Duration: Sixteen Hours
 Time Block: 4 Hours

Objectives	Activities	
The Student will be able to: outline and discuss in verbal and written form the Behavioral principles necessary to: increase an appropriate behavior, decrease inappropriate behavior, teach a self-help skill. This ability will be acknowledged after a sixteen-hour block of instruction by a pre-post test on which the student must successfully complete 90% of the post test items.	<u>Session One</u> I. Pre-test A. Defining a specified target behavior B. Selecting a measurement technique C. Using interval recording method D. Selecting method of calculating and presenting data	1.
	II. Lecture A. Specifying target behaviors B. Defining target behaviors C. Reasons for measuring behavior D. Tally measurement	2.
	III. Lecture A. Interval measurement technique B. Test measurement techniques	90
	IV. Practice: Tally, Interval, and Test Measurement	mu co re w me cr

Implementing Modification Principles (IMP)
 Sixteen Hours
 Hours

Objectives	Activities	Evaluation
will be able to: outline and verbal and written form the Behav- les necessary to: increase an ehavior, decrease inappropriate ch a self-help skill. This be acknowledged after a sixteen- instruction by a pre-post test on dent must successfully complete st test items.	<u>Session One</u> I. Pre-test A. Defining a specified target behavior B. Selecting a measurement technique C. Using interval recording method D. Selecting method of calculating and presenting data II. Lecture A. Specifying target behaviors B. Defining target behaviors C. Reasons for measuring behavior D. Tally measurement III. Lecture A. Interval measurement technique B. Test measurement techniques IV. Practice: Tally, Interval, and Test Measurement	1. Pre-Test on Behavioral Principles 2. Post-Test on Behavioral Principles 90% of the post-test item must have been successfully completed or the student is recycled into retraining which will allow him to meet the performance criteria.

Title:
Duration:
Time Block:

Objectives	Activities	E
	<u>Session Two</u> V. Lecture A. Calculation of data B. Presentation of data VI. Practice: Calculating and Presenting Data VII. Lecture A. Types of positive reinforcers B. How to locate positive reinforcers C. Considerations in using positive reinforcement D. Schedules of reinforcement E. Satiation F. Deprivation G. Pairing VIII. Demonstration A. Schedules of reinforcement B. Satiation C. Pairing	

Objectives	Activities	Evaluation
	<u>Session Two</u> V. Lecture A. Calculation of data B. Presentation of data VI. Practice: Calculating and Presenting Data VII. Lecture A. Types of positive reinforcers B. How to locate positive reinforcers C. Considerations in using positive reinforcement D. Schedules of reinforcement E. Satiation F. Deprivation G. Pairing VIII. Demonstration A. Schedules of reinforcement B. Satiation C. Pairing	

Title:
Duration:
Time Block:

Objectives	Activities
	<u>Session Three</u> IX. Lecture: Shaping X. Demonstration: Shaping. XI. Lecture A. Stimulus Discrimination B. Stimulus Control C. Prompts D. Chaining E. Generalization F. Fading prompts XII. Demonstration: Stimulus Control

Objectives	Activities	Evaluation
1	<u>Session Three</u> IX. Lecture: Shaping X. Demonstration: Shaping. XI. Lecture A. Stimulus Discrimination B. Stimulus Control C. Prompts D. Chaining E. Generalization F. Fading prompts XII. Demonstration: Stimulus Control	42

Title: -
Duration:
Time Block:

Objectives	Activities
43	<u>Session Four</u> XIII. Lecture A. Reinforcing Incompatible Behavior B. Extinction C. Differential Reinforcement XIV. Practice: Reinforcing Incompatible Behavior XV. Lecture A. Time Out B. Punishment XVI. Lecture: Verification Procedures A. Reversal B. Multiple Baseline C. Changing Criterion To be administered during the week following session four. XVII. Post-Test (Academic)

Objectives	Activities	Evaluation
	<u>Session Four</u> XIII. Lecture A. Reinforcing Incompatible Behavior B. Extinction C. Differential Reinforcement XIV. Practice: Reinforcing Incompatible Behavior XV. Lecture A. Time Out B. Punishment XVI. Lecture: Verification Procedures A. Reversal B. Multiple Baseline C. Changing Criterion To be administered during the week following session four. XVII. Post-Test (Academic)	44

B. Institutional Multidisciplinary Seminar

Institutional Multidisciplinary Seminar

One hour a week for ten weeks the student interns will be exposed to a Western Carolina Center Staff member who will deliver a seminar pertaining to his area of specialization.

The material covered in the lectures and discussion period will enhance the student's understanding of the multidisciplinary interactions evidenced at Western Carolina Center. This understanding will allow the student to implement specific programs, such as increasing and decreasing behaviors, with greater ease.

The specific objectives, activities, and evaluations for this seminar follow.

Title: Institutional Multidisciplinary Seminar
 Duration: Ten weeks
 Time Block: One hour

Objectives	Activities
Upon completion of this module, the student will be able to: 1. Outline the major job duties of the speaker. 2. Cite specific examples in written form for each seminar presentation of the role of each speaker within the institutional multidisciplinary model. 3. Discuss verbally the manner in which a particular seminar topic relates to the academic and practicum modules. *Sample outline of guest speaker topic-- see Appendix 2.	Lectures: 1. Psychologist* 2. Pharmacist or Pharmacy Technician 3. Social Worker 4. Recreator 5. Vocational Rehabilitation Therapist 6. Director of Cottage Parents 7. Psychiatrist or Physician 8. Nursing Supervisor 9. Speech Pathologist 10. Child Advocate

Institutional Multidisciplinary Seminar

Ten weeks

One hour

Objectives	Activities	Evaluation
ion of this module, the student to: the major job duties of the cific examples in written form for inar presentation of the role of aker within the institutional ciplinary model. verbally the manner in which a ar seminar topic relates to the and practicum modules. outline of guest speaker topic-- pendix 2.	Lectures: 1. Psychologist* 2. Pharmacist or Pharmacy Technician 3. Social Worker 4. Recreator 5. Vocational Rehabilitation Therapist 6. Director of Cottage Parents 7. Psychiatrist or Physician 8. Nursing Supervisor 9. Speech Pathologist 10. Child Advocate	Objective evaluation 75% Multiple choice examination Development of Institutional Multidisciplinary Interaction Participation in Seminar evaluation

V. PHASE III
Theoretical Basis and Practical Application

Theoretical Basis and Practical Application

Included in this phase of the program are the academic and practicum learning packages. The inter-correlation of the instructional objectives for the academic and practicum experiences proceeds the learning packages. Each package tests the instructional objectives, activities, and evaluation methodology. Each quarter the students will receive a handbook which will include each of the learning packages plus a listing of the assigned readings for each instructional unit.

Each of the academic learning packages is complemented with a Practicum Learning Package. These packages are developed to operate in unison rather than in isolation. The flow chart included in the section, "Phased Development of the Program," shows this relationship.

The specific objectives, activities, and evaluation for the academic and practicum learning packages follow.

A. Correlation of Objectives in Academic-Practicum Learning Packages

A. Correlation of Objectives in Academic-Practicum Learning Packages

In each of the following, the reader can locate a specific objective from an academic learning package on the left hand edge of the "Correlation Block" and then relate this objective to a specific competency from the Practicum Learning Packages as they are listed on the upper edge of the specified block.

This type of correlation block enables the reader to establish the relationship, if any, between the academic and practical application of specific instructional objectives. The overall relationship of the academic and practicum components of the program is portrayed on the flow chart in Chapter I of this manual entitled, "Phased Development of the Program."

Individual and Small Group Instruction

Classroom Management

EMR Objectives	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	✓	✓	✓							✓		✓			✓	✓	
2	✓	✓	✓												✓	✓	
3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	
4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓		✓
6	✓	✓	✓	✓	✓						✓						
7	✓	✓	✓	✓	✓	✓	✓				✓						
8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓

TMR

1	✓	✓	✓							✓		✓			✓	✓	
2	✓	✓	✓												✓	✓	
3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	
4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓		✓
5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓						✓						
7	✓	✓	✓	✓	✓	✓	✓				✓						
8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	
11	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	
12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓

Competencies for Music

Music Objective	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓				
2	✓											✓	✓	✓				✓
3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓				✓
4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	✓													✓	✓			✓
6	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓		✓		✓
7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓			✓	✓
8	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
11	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓
12	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓				

Competencies for Medical Aspects

Psych of
Disability
Objectives

1

2

3

4

5

6

7

1	2	3	4
✓	✓	✓	
✓	✓	✓	
✓	✓	✓	
✓	✓	✓	
✓	✓	✓	
		✓	
✓	✓	✓	

Behavior Modification Principles

Contingency
Management

	1	2	3	4	5	6	7	8	9	10
1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

B. Academic Learning Packages

1. Educable Mentally Retarded (EMR)

Required text
Thomas E. J

Title: Educable Mentally Retarded
Duration: Ten Weeks
Time Block: Two Hours

Objectives	Activities
Upon completion of this module, the student will be able to: 1. Identify and outline educational characteristics of the EMR child.	Class discussion will be apparent in all activities. One question will be prepared for all activities. Lecture topic: Theoretical Considerations in the Education of the EMR. Activities: Classroom observations.

Educable Mentally Retarded
Ten Weeks
Two Hours

Required text: The Mentally Retarded -
Thomas E. Jordon

Objectives	Activities	Evaluation
tion of this module, the student e to: y and outline educational char- tics of the EMR child.	Class discussion will be appar- ent in all activities. One question will be prepared for all activities. Lecture topic: Theoretical Considerations in the Education of the EMR. Activities: Classroom observations.	All readings and lectures will be evaluated by ob- jective examinations. All questions will be evaluated by presentation. All role playing will be evaluated by student ad- hering to role playing situation. All classroom observations according to objective criteria.

Title:
Duration:
Time Block:

Objectives	Activities	Ev
2. Contrast by stating in written form the role of the institutions, community and public school in educating the EMR child.	Lecture topic: The Role of Other Agencies in the Education of the EMR. Activities: Assigned role playing situations. Prepare a one page action paper linking a specific community institution and public school in habilitating an EMR child.	Con res to
3. Select and list specific diagnostic procedures for the EMR child.	Lecture topic: The Diagnostic Prescriptive Approach to the Education of the EMR. Specific Diagnostic Tools. Activities: Demonstration of testing situation with EMR child by a psychologist.	Ter rel dem

Objectives	Activities	Evaluation
st by stating in written form le of the institutions, com- y and public school in educating R child.	Lecture topic: The Role of Other Agencies in the Education of the EMR. Activities: Assigned role playing situa- tions. Prepare a one page action paper linking a specific community institution and public school in habilitating an EMR child.	Completed one page action research project according to specified format.
and list specific diagnostic ures for the EMR child.	Lecture topic: The Diagnostic Perscriptive Approach to the Education of the EMR. Specific Diagnostic Tools. Activities: Iemonstration of testing situ- ation with EMR child by a psychologist.	Ten objective questions relating to psychologist's demonstration.

Title:
Duration:
Time Block:

Objectives	Activities	Ev
4. List and discuss the learning principles underlying the education of the EMR child. 5. List and discuss the major curriculum areas for the EMR child including the persistent-life problem approach.	Activities: Assigned observations. Lecture topic: The Persistent-Life Problem Approach. Activities: Small group presentation of assigned curriculum areas.	Ac to

Objectives	Activities	Evaluation
and discuss the learning principles underlying the education of the child. and discuss the major curriculum for the EMR child including the persistent-life problem approach.	Activities: Assigned observations. Lecture topic: The Persistent-Life Problem Approach. Activities: Small group presentation of assigned curriculum areas.	Acknowledged continuation to group presentation.

Title:
Duration:
Time Block:

Objectives	Activities	Ev
6. Prepare a specific instructional objective for the EMR child. 7. Relate and define in written form the purpose and intent of task analysis and program sequencing. 8. Complete in written form, the task analysis for specific instructional objectives related to the education of the EMR child. 65	Lecture topic: Developing Instructional Objectives. Activities: Prepare instructional objectives. Specify task analysis. Identify entry level. Specify in written form the relationship of a specific objective to evaluation procedures.	Obj and acc for

Objectives	Activities	Evaluation
re a specific instructional ive for the EMR child.	Lecture topic: Developing Instructional Ob- jectives. Activities: Prepare instructional objec- tives. Specify task analysis. Identify entry level.	Objectives, task analysis, and entry level evaluated according to specified format.
and define in written form the e and intent of task analysis rogram sequencing.		
te in written form, the task is for specific instructional ives related to the education of R child.	Specify in written form the relationship of a specific objective to evaluation pro- cedures.	

66

Title:
Duration:
Time Block:

Objectives	Activities	
9. Outline a unit of instruction for a specific level of EMR children.	Lecture topic: Developing Specified Unity of Instruction. Activities: Construct an assigned unit. Prepare a one page abstract of the unit.	Co sp Co wi se
10. Cite the purpose and relationship of educational materials to specific instructional objectives for the EMR children. 67	Lecture topic: Creating "Teacher-Made" Materials. Activities: Prepare bulletin boards and written description regarding its intent or purpose.	Co wr sp je

Objectives	Activities	Evaluation
Develop a unit of instruction for a specific level of EMR children.	Lecture topic: Developing Specified Unity of Instruction. Activities: Construct an assigned unit. Prepare a one page abstract of the unit.	Completed unit according to specified format. Completed one page abstract with summary of scope and sequence included.
Describe the purpose and relationship of instructional materials to specific instructional objectives for the EMR children.	Lecture topic: Creating "Teacher-Made" Materials. Activities: Prepare bulletin boards and written description regarding its intent or purpose.	Completed bulletin board and written description tied to specific instructional objectives.

Title:
Duration:
Time Block:

Objectives	Activities	Evaluation
11. Create and demonstrate one "teacher-made" material related to a specified instructional objective to be utilized in the EMR instructional situation. 12. List and discuss the prevocational and vocational skills necessary for the EMR to succeed in the world of work.	Activities: Design a teacher-made material- Prepare a written description regarding its intent and purpose. Demonstrate teacher-made material in the EMR workshop. Utilize teacher-made material in assigned classroom. Lecture topic: Prevocational-Vocational Work Study Programming.	Pre ial Var tea

Objectives	Activities	Evaluation
e and demonstrate one "teacher-made material related to a specified instructional objective to be utilized in the EMR instructional situation.	Activities: Design a teacher-made material- Prepare a written description regarding its intent and purpose. Demonstrate teacher-made material in the EMR workshop. Utilize teacher-made material in assigned classroom.	Present teacher-made material in EMR workshop. Verify classroom usage of teacher-made material.
and discuss the prevocational occupational skills necessary for EMR to succeed in the world of	Lecture topic: Prevocational-Vocational Work Study Programming.	

2. Trainable Mentally Retarded (TMR)

Required text: The Education of
Subnormal Children - Mildred S
Effective Education for the M
Child - Yuma Louis Kolbrune

Title: Trainable Mentally Retarded - C.E. 452
 Duration: Ten Weeks
 Time Block: Two Hours

Objectives	Activities	Evaluation
Upon completion of this module, the student will be able to: 1. Identify and outline the educational characteristics of the TMR child.	Class discussion will be apparent in all activities. One question will be prepared for all activities. Lecture topic: Educational Considerations: He Is a Human Being Activities: Assigned role playing: Describe how you feel as a TMR.	All reading will be objective All questions evaluated All role evaluated adhering to situation

Required text: The Educational Needs of Seventy Subnormal Children - Mildred Stevens

Effective Education for the Mentally Retarded Child - Yuma Louis Kolbrune

Mentally Retarded - C.E. 452

ives	Activities	Evaluation
this module, the to: line the educational of the TMR child.	Class discussion will be apparent in all activities. One question will be pre- pared for all activities. Lecture topic: Educational Considerations: He Is a Human Being Activities: Assigned role playing: Describe how you feel as a TMR.	All reading and lectures will be evaluated by objective examinations. All questions will be evaluated by presentation. All role playing will be evaluated by student ad- hering to role playing situations.

Title:
Duration:
Time Block:

Objectives	Activities
2. Contrast by stating in written form the role of the institution, community and public school in educating the TMR child.	Lecture topic: The Role of Other Agencies in the Habilitation of the TMR. Activities: Three distinct groups to interact and present the role of the community, home and school.

Objectives	Activities	Evaluation
st by stating in written form the of the institution, community and school in educating the TMR	Lecture topic: The Role of Other Agencies in the Habilitation of the TMR. Activities: Three distinct groups to interact and present the role of the community, home and school.	Followed specified group discussion format.

Title:
Duration:
Time Block:

Objectives	Activities
3. Select and list specific diagnostic procedures for the TMR child.	Lecture topic: Informal Assessment Procedures Utilized With the TMR Child. Activities: Demonstration by psychologist of informed evaluation with TMR child.
4. List and discuss the major curricular areas for the TMR child.	Lecture topic: Utilizing the State of North Carolina TMR Curriculum Guide. Activities: Rewrite in behavioral terms the instructional goals listed in the North Carolina TMR Curriculum Guides.

Objectives	Activities	Evaluation
ect and list specific diagnostic procedures for the TMR child.	Lecture topic: Informal Assessment Procedures Utilized With the TMR Child. Activities: Demonstration by psychologist of informed evaluation with TMR child.	Objective examination includes components of psychological demonstration.
and discuss the major curricular as for the TMR child.	Lecture topic: Utilizing the State of North Carolina TMR Curriculum Guide. Activities: Rewrite in behavioral terms the instructional goals listed in the North Carolina TMR Curriculum Guides.	Objective examination to include North Carolina TMR Curriculum Guide. Complete required behavioral/instructional objective in accordance to the specified format.

Title:

Duration:

Time Block:

Objectives	Activities
5. Outline a unit of instruction for a specific level of TMR children.	Lecture topic: Diagnostic & Prescriptive Approach to the TMR. Activities: Prepare an outline for an instructional unit.
6. Prepare specific instructional objectives for the TMR child.	Activities: Prepare instructional objectives. Specify or list task analysis. Identify entry level.

Objectives	Activities	Evaluation
line a unit of instruction for a specific level of TMR children.	Lecture topic: Diagnostic & Prescriptive Approach to the TMR. Activities: Prepare an outline for an instructional unit.	Present an outline of an instructional unit ac- cording to specified format.
are specific instructional objectives the TMR child.	Activities: Prepare instructional objec- tives. Specify or list task analysis. Identify entry level.	Present ten instructional objectives and the specif- ic sequential task analy- sis of each objective. Ascertain the appropri- ateness of the entry level according to specified standards.

Title:
Duration:
Time Block:

Objectives	Activities
7. Complete in written form, the task analysis for specific instructional objectives related to the education of the TMR child.	Lecture topic: Motor - Perceptual Intergration: Developmental Approach. Activities: Prepare instructional objectives. Specify or list task analysis. Identify entry level.
8. Cite the purpose and relationship of educational materials to specific instructional objectives for the TMR child.	Activities: Prepare list of motor development skills for a specific TMR child. Demonstration of Frostig materials. Develop materials to be utilized with the specific objective of the motor development programming.

Objectives	Activities	Evaluation
lete in written form, the task ysis for specific instructional ctives related to the education he TMR child.	Lecture topic: Motor - Perceptual Intergration: Developmental Approach. Activities: Prepare instructional ob- jectives. Specify or list task analysis. Identify entry level.	See evaluation for ob- jective six pertaining to task anylisis.
the purpose and relationship of ational materials to specific ructional objectives for the TMR d.	Activities: Prepare list of motor development skills for a specific TMR child. Demonstration of Frostig materials. Develop materials to be utilized with the specific objective of the motor development programming.	Objective evaluation of demonstration and reading. Completed list of motor development skills for a TMR child according to a specified format.

Title:

Duration:

Time Block:

Objectives	Activities
9. Create and demonstrate one teacher-made material, related to a specific instructional objective to be utilized in a TMR instructional situation. 10. Outline and present in class a life-plan for a TMR child.	Activities: Prepare ditto stating relationship of material to objective and the outline of developing the teacher aid. Lecture topic: A Life Plan Approach to the Habilitation of the TMR Child. Activities: Develop life plan in written form. Class description of the plans.

Objectives	Activities	Evaluation
and demonstrate one teacher-material, related to a specific instructional objective to be utilized in an instructional situation.	Activities: Prepare ditto stating relationship of material to objective and the outline of developing the teacher aid.	Completed ditto according to specified format. Objective examination to include reading only.
and present in class a life-plan for a TMR child.	Lecture topic: A Life Plan Approach to the Habilitation of the TMR Child. Activities: Develop life plan in written form. Class description of the plans.	Objective examination to include lecture only. Completed seminar description of life plan according to specified format.

Title:

Duration:

Time Block:

Objectives	Activities
11. Discuss and list considerations in dealing with the family of the TMR child.	Lecture topic: Family Considerations in the Habilitation of the TMR. Activities: Question and answer period with parent of TMR child.
12. List and discuss the vocational placement and training necessary for the TMR to succeed in the world of work.	Lecture topic: Sheltered Workshop Activities: Tour of Western Carolina Center's Sheltered Workshop.

Objectives	Activities	Evaluation
Discuss and list considerations in dealing with the family of the TMR child.	Lecture topic: Family Considerations in the Habilitation of the TMR. Activities: Question and answer period with parent of TMR child.	One page summary of TMR(s) parent visitation.
Identify and discuss the vocational placement and training necessary for TMR to succeed in the world of work.	Lecture topic: Sheltered Workshop Activities: Tour of Western Carolina Center's Sheltered Workshop.	Objective examination of sheltered workshop, tour, and lecture. Completed one page summary of the parent interaction session.

3. Contingency Management (CM)

Title: Contingency Management in the Classroom - C.E. 475

Duration: Ten Weeks

Time Block: Three hours

Required text: Teach
Applied Psychology

Objectives	Activities	Evaluate
Upon completion of the module the student will be able to: 1. Determine whether a concept has been taught.	Lecture topic: Introduction to Course 1. Outline course for students a. Describe grading system b. Provide list of assignments 2. Administer Pretest Lecture topic: Overview of Teaching 1. Group discussion over Exercise 2 and discussion questions from Unit 1.	Quiz over questions

Management in the Classroom - C.E. 475

rs

Required text: Teaching: A Course in Applied Psychology - Becker, Englemann, Thomas

Objectives	Activities	Evaluation
the module the student er a concept has been	Lecture topic: Introduction to Course 1. Outline course for students a. Describe grading system b. Provide list of assignments 2. Administer Pretest Lecture topic: Overview of Teaching 1. Group discussion over Exercise 2 and discussion questions from Unit 1.	Quiz over discussion questions from Unit 1. 88

Title: C.E. 475

Duration:

Time Block:

Objectives	Activities	B
Objective 1.	Lecture topic: I. The Nature of Concepts 1. Individual question and answer period following quiz. Lecture topic: II. The Nature of Concepts 1. Participate in a group discussion over discussion questions from Unit 18.	1. 2.

Objectives	Activities	Evaluation
	Lecture topic: I. The Nature of Concepts 1. Individual question and answer period following quiz. Lecture topic: II. The Nature of Concepts 1. Participate in a group discussion over discussion questions from Unit 18.	1. Quiz over Exercise 1 from Unit 18. 2. Quiz over discussion questions from Unit 18.

Title: C.E. 435

Duration:

Time Block:

Objectives	Activities	Evaluation
Objective 1.	Lecture topic: Importance of Concept Analysis 1. Individual question and answer period following quiz. Lecture topic: Importance of Concept Analysis 1. Participate in a group discussion over discussion questions from Unit 19.	1. Quiz Unit 2. Quiz question

Objectives	Activities	Evaluation
	Lecture topic: Importance of Concept Analysis 1. Individual question and answer period following quiz. Lecture topic: Importance of Concept Analysis 1. Participate in a group discussion over discussion questions from Unit 19.	1. Quiz over Exercise 1 from Unit 18. 2. Quiz over discussion questions from Unit 19.

Title: Contingency Management in the Classroom - C.E. 475

Duration: Ten Weeks

Time Block: Two Hours

Required text: Teach

Applied Psychology

Thomas

Objectives	Activities	Evaluation
Upon completion of the module the student will be able to: 2. Write a program to teach a concept.	Lecture topic: Strategies for Concept Teaching 1. Individual question and answer period following quiz. Lecture topic: Strategies for Concept Teaching 1. Participate in a group discussion over discussion questions from Unit 20.	1. Quiz Unit 2. Quiz questions

Required text: Teaching: A Course in Applied Psychology - Becker, Englemann, Thomas

Objectives	Activities	Evaluation
At the end of the module the student should be able to teach a concept.	Lecture topic: Strategies for Concept Teaching 1. Individual question and answer period following quiz. Lecture topic: Strategies for Concept Teaching 1. Participate in a group discussion over discussion questions from Unit 20.	1. Quiz over Exercise 1 of Unit 20. 2. Quiz over discussion questions from Unit 20.

Title: C.E. 475.

Duration:

Time Block:

Objectives	Activities	Evaluation
Objective 2.	Lecture topic: Tasks and Tests for Teaching Concepts 1. Individual question and answer period following quiz. Lecture topic: Tasks and Tests for Teaching Concepts 1. Participate in a group discussion-questions from Unit 21.	1. Quiz on Unit 2 2. Quiz on questions

Objectives	Activities	Evaluation
	Lecture topic: Tasks and Tests for Teaching Concepts 1. Individual question and answer period following quiz. Lecture topic: Tasks and Tests for Teaching Concepts 1. Participate in a group discussion-questions from Unit 21.	1. Quiz over Exercise 1 of Unit 21. 2. Quiz over discussion questions from Unit 21.

Title: Contingency Management in the Classroom - C.E. 475

Duration: Ten Weeks

Time Block: Two Hours

Required text: Teach

Applied Psychology -

Thomas

Objectives	Activities	Evaluation
Upon completion of the module the student will be able to: 3. Describe a general model for the teaching of concepts.	Lecture topic: I. How to Teach Tasks: Establishing Attention. Signals and "Do It" Signals 1. Individual question and answer period following quiz. Lecture topic: II. How to Teach Tasks: Establishing Attention Signals and "Do It" Signals 1. Participate in Exercise 1 of Unit 22. 2. Participate in a group discussion from Unit 22.	1. Quiz Unit 2. Quiz quest

Required text: Teaching: A Course in Applied Psychology - Becker, Englemann, Thomas

Objectives	Activities	Evaluation
the module the student ral model for the teaching	Lecture topic: I. How to Teach Tasks: Establishing Attention. Signals and "Do It" Signals 1. Individual question and answer period following quiz. Lecture topic: II. How to Teach Tasks: Establishing Attention Signals and "Do It" Signals 1. Participate in Exercise 1 of Unit 22. 2. Participate in a group discussion from Unit 22.	1. Quiz over Exercise 2 of Unit 22. 2. Quiz over discussion questions from Unit 22.

Title: C.E. 476

Duration:

Time Block:

Objectives	Activities	Evaluation
Objective 3. (cont.)	Lecture topic: III. How to Teach Tasks: Prompting 1. Individual question and answer period following quiz. Lecture topic: IV. How to Teach Tasks: Prompting 1. Participate in a group discussion over discussion questions from Unit 23.	1. Quiz Unit 23 2. Quiz quest

Objectives	Activities	Evaluation
)	Lecture topic: III. How to Teach Tasks: Prompting 1. Individual question and answer period following quiz. Lecture topic: IV. How to Teach Tasks: Prompting 1. Participate in a group discussion over discussion questions from Unit 23.	1. Quiz over Exercise 1 of Unit 23. 2. Quiz over discussion questions from Unit 23.

Title: J.E. 475 .

Duration:

Time Block:

Objectives	Activities	Evaluation
Objective 3. (cont.)	Lecture topic: V. How to Teach Tasks: Corrections 1. Individual question and answer period following quiz. Lecture topic: VI. How to Teach Tasks: Corrections 1. Participate in a group discussion over dis- cussion questions from Unit 24.	1. Quiz ov Unit 24 2. Quiz ov questio

ives	Activities	Evaluation
	Lecture topic: V. How to Teach Tasks: Corrections 1. Individual question and answer period following quiz. Lecture topic: VI. How to Teach Tasks: Corrections 1. Participate in a group discussion over discussion questions from Unit 24.	1. Quiz over Exercise 1 of Unit 24. 2. Quiz over discussion questions from Unit 24.

Title: C.E. 475

Duration:

Time Block:

Objectives	Activities	Evaluation
Objective 3. (cont.)	Lecture topic: I. General Model for Teaching Tasks 1. Participate in a group discussion over discussion questions from Unit 25. Lecture topic: II. General Model for Teaching Tasks 1. Participate in Exercise 1 of Unit 25. 2. Participate in a group discussion over discussion questions from Unit 25.	1. Quiz over Unit 25. 2. Quiz over question

tives	Activities	Evaluation
	Lecture topic: I. General Model for Teaching Tasks 1. Participate in a group discussion over discussion questions from Unit 25. Lecture topic: II. General Model for Teaching Tasks 1. Participate in Exercise 1 of Unit 25. 2. Participate in a group discussion over discussion questions from Unit 25.	1. Quiz over Exercise 1 of Unit 25. 2. Quiz over discussion questions from Unit 25.

Title: C.E. 475

Duration:

Time Block:

Objectives	Activities	Evaluation
Objective 3. (cont.)	Lecture topic: I. Review of Concept Teaching 1. Participate in group discussion of Review Exercises from Unit 26 (pages 382-385). Lecture topic: II. Review of Concept Teaching 1. Participate in group discussion of Review Exercises from Unit 25.	1. Quiz over cises fr

ives	Activities	Evaluation
	Lecture topic: I. Review of Concept Teaching 1. Participate in group discussion of Review Exercises from Unit 26 (pages 382-385). Lecture topic: II. Review of Concept Teaching 1. Participate in group discussion of Review Exercises from Unit 26.	1. Quiz over Review Exercises from Unit 26.

Title: Contingency Management in the Classroom - C.E. 475

Duration: Ten Weeks

Time Block: Two Hours

Required text: Text

Applied Psychology

Thomas

Objectives	Activities	Evaluation
Upon completion of the module the student will be able to: 4. Describe how this model is applicable to the classroom situation.	Lecture topic: I. When to Reinforce 1. Individual question and answer period following quiz. Lecture topic: II. When to Reinforce 1. Participate in Exercise 2 of Unit 4. 2. Participate in a group discussion of discussion questions from Unit 4.	1. Quiz Unit 2. Quiz questions
5. Describe a contingency program for the classroom which will support this model for teaching.	Lecture topic: I. Using Stronger Reinforcement 1. Individual question and answer period following quiz. Lecture topic: II. Using Stronger Reinforcement 1. Participate in Exercise 2 of Unit 5. 2. Participate in group discussion over discussion questions from Unit 5.	1. Quiz Unit 2. Quiz questions

Objectives	Activities	Evaluation
of the module the student this model is applicable to situation.	Lecture topic: I. When to Reinforce 1. Individual question and answer period following quiz. Lecture topic: II. When to Reinforce 1. Participate in Exercise 2 of Unit 4. 2. Participate in a group discussion of discussion questions from Unit 4.	1. Quiz over Exercise 1 of Unit 4. 2. Quiz over discussion questions from Unit 4.
contingency program for the which will support this model	Lecture topic: I. Using Stronger Reinforcement 1. Individual question and answer period following quiz. Lecture topic: II. Using Stronger Reinforcement 1. Participate in Exercise 2 of Unit 5. 2. Participate in group discussion over discussion questions from Unit 5.	1. Quiz over Exercise 1 of Unit 5. 2. Quiz over discussion questions from Unit 5.

Title: C.E. 475

Duration:

Time Block:

Objectives	Activities	Evaluation
Objectives 4 and 5	Lecture topic: I. Shaping 1. Individual question and answer period following quiz. Lecture topic: II. Shaping 1. Participate in a group discussion over discussion questions from Unit 7.	1. Quiz Unit 2. Quiz questions

Objectives	Activities	Evaluation
	Lecture topic: I. Shaping 1. Individual question and answer period following quiz. Lecture topic: II. Shaping 1. Participate in a group discussion over discussion questions from Unit 7.	1. Quiz over Exercise 1 of Unit 7. 2. Quiz over discussion questions from Unit 7.

Title: C.E. 475

Duration:

Time Block:

Objectives	Activities	Evaluation
Objectives 4 and 5. (cont.)	Lecture topic: I. How to Reinforce 1. Individual question and answer period following quiz. Lecture topic: II. How to Reinforce 1. Participate in group discussion over discussion questions from Unit 11.	1. Quiz Unit 2. Quiz ques

Objectives	Activities	Evaluation
d 5. (cont.)	Lecture topic: I. How to Reinforce 1. Individual question and answer period following quiz. Lecture topic: II. How to Reinforce 1. Participate in group discussion over discussion questions from Unit 11.	1. Quiz over Exercise 1 from Unit 11. 2. Quiz over discussion questions from Unit 11.

Title: C.E. 475

Duration:

Time Block:

Objectives	Activities	Eva
Objectives 4 and 5. (cont.)	Lecture topic: III. How to Reinforce 1. Participate in group discussion over Exercise 4 from Unit 11. Lecture topic: I. Competency Proficient Day 1. Administer post-test	1.

Objectives	Activities	Evaluation
and 5. (cont.)	Lecture topic: III. How to Reinforce 1. Participate in group discussion over Exercise 4 from Unit 11. Lecture topic: I. Competency Proficient Day 1. Administer post-test	1. Evaluation of instructor and course.

4. MUSIC

Title: Music 302
 Duration: Ten Weeks
 Time Block: Two Hours

Objectives	Activities	Evaluation
Upon completion of this module, the student will be able to: 1. Discuss and describe in written form the purpose of instructional music for the exceptional child.	Class discussion will be apparent in all activities. One question will be prepared for all activities. Lecture topic: Instructional Music Program Goals for Exceptional Children. Activities: Prepare a written philosophy of education.	Ob 2 7 — Al le me be Al ca ev st Al we ti Al al — Pr

Music 302
Ten Weeks
Two Hours

Objectives	Activities	Evaluation
tion of this module, the student e to: and describe in written form the of instructional music for the onal child.	Class discussion will be apparent in all activities. One question will be prepared for all activities. Lecture topic: Instructional Music Program Goals for Exceptional Children. Activities: Prepare a written philosophy of education.	Objective examinations 25% lecture 75% reading All activities relating to learning specific instru- ments and methodology will be evaluated in practicum. All demonstration of musi- cal instruments will be evaluated according to specified format. All readings and lectures will be evaluated by mul- tiple choice examinations. All questions will be eval- uated by presentation. Philosophy completed.

Title:
Duration:
Time Block:

Objectives	Activities	Evaluation
2. Demonstrate a basic knowledge of the piano and organ keyboard by performing a simple tune.	Lecture topic: Keys, Finger Positions and Method of Playing the Piano and Organ. Activities: Practice keys, finger positions and method of playing the piano and organ. Class	
3. Contrast and discuss in written form the process of learning employed in the musical method.	Lecture topic: Basic Principles of the Learning Process in the Musical Method.	

Objectives	Activities	Evaluation
a basic knowledge of the organ keyboard by performing e. discuss in written form of learning employed in method.	Lecture topic: Keys, Finger Positions and Method of Playing the Piano and Organ. Activities: Practice keys, finger positions and method of playing the piano and organ. Class Lecture topic: Basic Principles of the Learning Process in the Musical Method.	

Title:
Duration:
Time Block:

Objectives	Activities	Eval
4. Select music which is appropriate for a specific level of instruction in a special education classroom.	Lecture topic: Considerations in Selecting Appropriate Music for Exceptional Children. Activities: Selection of music for a specified level of special education classroom instruction.	Acco sel

Objectives	Activities	Evaluation
Music which is appropriate for a specified level of instruction in a special education classroom.	Lecture topic: Considerations in Selecting Appropriate Music for Exceptional Children. Activities: Selection of music for a specified level of special education classroom instruction.	According to specified selection criteria. 119

Title:
Duration:
Time Block:

Objectives	Activities	Evaluation
5. Demonstrate this ability to play the autoharp with the degree of competence necessary to accompany a special education class.	Lecture topic: Basic Techniques of Playing the Autoharp. Activities: In utilizing the autoharp demonstrate: tuning holding picking stroking strumming fingerings maintenance procedures	According to demonstration

Objectives	Activities	Evaluation
to this ability to play the with the degree of competence to accompany a special class.	Lecture topic: Basic Techniques of Playing the Autoharp. Activities: In utilizing the autoharp demonstrate: tuning holding picking stroking strumming fingerings maintenance procedures	According to instructor's demonstration criteria.

Title:
Duration:
Time Block:

Objectives	Activities	Eval
6. Discuss and list the components necessary to affectively teach rhythm.	Lecture topic: Basic Components of Rhythmic Activities for Exceptional Children. Activities: Participate in singing games and folk dancing. Portray individual dramatization to interpretive rhythms. Demonstrate the use of specific rhythm instruments.	Acc for

Objectives	Activities	Evaluation
and list the components necessary to teach rhythm.	Lecture topic: Basic Components of Rhythmic Activities for Exceptional Children. Activities: Participate in singing games and folk dancing. Portray individual dramatization to interpretive rhythms. Demonstrate the use of specific rhythm instruments.	According to specified format.

Title:

Duration:

Time Block:

Objectives	Activities	Evaluation
7. Demonstrate his ability to perform an established basic accompaniment with the following instruments: Tonette Song Flute Flutophone Recorder Guitar Ukelele Fingerings	Lecture topic: Performing Accompaniment Through Use of Related Musical Instruments. Activities: Demonstrate the ability to provide simple accompaniment with the: Tonette Song Flute Flutophone Recorder Guitar Ukelele Fingerings	

Objectives	Activities	Evaluation
his ability to perform an basic accompaniment with ng instruments:	Lecture topic: Performing Accompaniment Through Use of Related Musical Instruments. Activities: Demonstrate the ability to provide simple accompaniment with the: Tonette Song Flute Flutophone Recorder Guitar Ukelele Fingerings	125

Title:
Duration:
Time Block:

Objectives	Activities	Eva
8. Demonstrate and outline the process of presenting a song by the whole, phrase, and chime-in method.	Lecture topic: The Whole, Phrase and Chime-in Methods of Song Presentation. Activities: Participate in the group development and presentation of a teaching method which exemplifies the whole, phrase, chime-in technique.	Acco outl niq

Objectives	Activities	Evaluation
e and outline the process of a song by the whole, phrase, in method.	Lecture topic: The Whole, Phrase and Chime-in Methods of Song Presentation. Activities: Participate in the group development and presentation of a teaching method which exemplifies the whole, phrase, chime-in technique.	According to a specific outline for each tech- nique.

Title:
Duration:
Time Block:

Objectives	Activities	Evaluation
9. Describe in written form and demonstrate specific methodology utilized in teaching the blind child to communicate through music.	Lecture topic: Methodology Incorporated in Teaching the Blind Child Communication Through Media. Activities: Engage in a sensory tactile approach utilized by the blind child in learning musical notation. Prepare a summation of the experience in written form on one page.	Co ta in mu bl
10. Describe and illustrate in written form specific ways that songs, games, and the piano serve the deaf child.	Lecture topic: Benefits of songs, games, and the Piano for the Deaf Child	

Objectives	Activities	Evaluation
in written form and demonstrate methodology utilized in the blind child to communicate music.	Lecture topic: Methodology Incorporated in Teaching the Blind Child Communication Through Media. Activities: Engage in a sensory tactile approach utilized by the blind child in learning musical notation. Prepare a summation of the experience in written form on one page.	Completed outline of tactile-sensory approach in teaching the Braille musical notation to the blind.
and illurtrate in written form ways that songs, games, and the rve the deaf child.	Lecture topic: Benefits of songs, games, and the Piano for the Deaf Child	

Title:

Duration:

Time Block:

Objectives	Activities	Eval
11. List and discuss in written form the physical needs and musical program innovations, the crippled, homebound or hospitalized child. 12. Develop and outline in written form a physical therapy program utilizing music.	Lecture topic: Physical Needs and Related Music Program Innovations for the Orthopedically Handicapped. Lecture topic: Incorporation of Music into the Physical Therapy Programs. Activities: Prepare an outline of a music portion of a physical therapy program	

Objectives	Activities	Evaluation
discuss in written form the physical needs and musical innovations, the crippled, and hospitalized child. and outline in written form a physical therapy program utilizing	Lecture topic: Physical Needs and Related Music Program Innovations for the Orthopedically Handicapped Lecture topic: Incorporation of Music into the Physical Therapy Programs. Activities: Prepare an outline of a music portion of a physical therapy program	

Title:
Duration:
Time Block:

Objectives	Activities	Eva
13. Define and outline the criteria included in evaluating music programs for the exceptional child. 132	Lecture topic: Criteria for Evaluation of Teacher and Child in the Music Program for Exceptional Children. Activities: In assigned groups evaluate a specific lesson and an overall program - prepare a summary statement for each.	Com eva

Objectives	Activities	Evaluation
and outline the criteria in- in evaluating music programs exceptional child.	Lecture topic: Criteria for Evaluation of Teacher and Child in the Music Program for Exceptional Children. Activities: In assigned groups evaluate a specific lesson and an over- all program - prepare a sum- mary statement for each.	Complete the summary evaluation statement.

5. Psychology of Disability

Required text:
Children and You

Title: Psychology of Disability.. C.E.460
 Duration: Ten Weeks
 Time Block: Three Hours

Objectives	Activities	Ev
Upon completion of this module, the student will be able to: Outline and discuss the major components associated with somatopsychology.	Class discussion will be apparent in all activities. One question will be prepared for all activities. Lecture topic: Somatopsychology Activities: Assigned role playing situations.	All wil ti All ev All ev ad pre
Outline and cite specific examples of major psychological characteristics associated in each of the following disabilities: Speech defects Impaired vision Crippling conditions Brain injury Auditory Impairments Chronic Medical problems Multiple handicaps	Lecture topics: Speech Defects and Their Psychological Concomitants. Visual Handicap. Crippled Children - Multiple Handicap. Brain Injury. Auditory Impairments. Chronic Medical Problems: Hidden Disabilities Activities: Disabled visiting lecturer: diabetic - arrested hydrocephalic	St ti

Required text: Psychology of Exceptional Children and Youth - William Cruickshank

Psychology of Disability.. C.E.460
Ten Weeks
Three Hours

Objectives	Activities	Evaluation
Completion of this module, the student able to: name and discuss the major components associated with somatopsychology. name and cite specific examples of psychological characteristics associated in each of the following disabilities: - Speech Defects - Blind vision - Learning conditions - Brain injury - Sensory Impairments - Chronic Medical problems - Physical handicaps	Class discussion will be apparent in all activities. One question will be prepared for all activities. Lecture topic: Somatopsychology Activities: Assigned role playing situations. Lecture topics: Speech Defects and Their Psychological Concomitants. Visual Handicap. Crippled Children - Multiple Handicap. Brain Injury. Auditory Impairments. Chronic Medical Problems: Hidden Disabilities Activities: Disabled visiting lecturer: diabetic - arrested hydrocephalic	All readings and lectures will be evaluated by multiple choice examinations. All questions will be evaluated by presentations. All role playing will be evaluated by the student adhering to the role playing procedure. Student will turn in reaction to speaker.

Title:
Duration:
Time Block:

Objectives	Activities	E
3. Discuss and outline the basic diagnostic procedures employed in handicapping conditions.	Lecture topic: Psychological Assessment: Who, What, Where, When and How. Activities: Presentation of diagnostic procedure by psychologist.	
4. Identify and relate the sociological problems associated with a handicapping condition.	Lecture topic: Handicaps and Society. Activities: Assigned role playing situations. Discussion by social worker representatives.	

Objectives	Activities	Evaluation
and outline the basic diagnostic res employed in handicapping ons.	Lecture topic: Psychological Assessment: Who, What, Where, When and How. Activities: Presentation of diagnostic procedure by psychologist.	Objective quiz relating to psychologists pre- sentation.
y and relate the sociological s associated with a handicapping on.	Lecture topic: Handicaps and Society. Activities: Assigned role playing situa- tions. Discussion by social worker representatives.	Student will turn in re- action to guest speaker.

Title:
Duration:
Time Block:

Objectives	Activities	Eva
5. Discuss and specify therapeutic or rehabilitative plans for specific disabilities.	Lecture topic: Entire lecture series. Activities: Discussion by vocational re-habilitation representatives.	Stu act
6. Outline and cite examples of the major psychological considerations to be recognized in working with the gifted and the emotionally disturbed child.	Lecture topic: Intellectually Superior Child. The Emotionally Disturbed Child: In the Home, School and Community. Activities: Assigned role playing situations. Develop a creative paragraph. Written description of how it feels to be emotionally disturbed.	Tu

Objectives	Activities	Evaluation
and specify therapeutic or ative plans for specific ies. and cite examples of the major ical considerations to be d in working with the gifted otionally disturbed child.	Lecture topic: Entire lecture series. Activities: Discussion by vocational re- habilitation representatives. Lecture topic: Intellectually Superior Child. The Emotionally Disturbed Child: In the Home, School and Com- munity. Activities: Assigned role playing situations. Develop a creative paragraph. Written description of how it feels to be emotionally dis- turbed.	Student will turn in re- action to the guest speaker. Turn in paragraph

Title:
Duration:
Time Flock:

Objectives	Activities	Eval
7. Define and apply the terminology employed in the course. 141	Definitions gathered from lecture notes. Practical application of terminology in Medical Aspects Seminar. Activities: Maintain a list of the defined terminology related to the course.	Student 90% object course

Objectives	Activities	Evaluation
and apply the terminology in the course.	Definitions gathered from lecture notes. Practical application of terminology in Medical Aspects Seminar. Activities: Maintain a list of the defined terminology related to the course.	Student must achieve the 90% criterion level on an objective evaluation of course terminology.

C. Practicum Learning Packages

1. Classroom Management - Individual and
Small Group Instruction

Title: Classroom Management - Practicum
 Duration: Ten Weeks
 Time Block: One Hour

Objectives	Activities	Eval
1. The student will complete the following competencies with 100% accuracy after ten weeks of application for one hour a day, five days a week. Three successful demonstrations must be accomplished of a specific competency according to a specified format. 145	Prepare and evaluate a bulletin board. Prepare a written communications for the child: records or the cottage.	The s ted o 100% See a Compe

Classroom Management - Practicum
 Weeks
 Hour

Objectives	Activities	Evaluation
will complete the following with 100% accuracy after ten minutes of practice for one hour a day, each week. Full demonstrations must be of a specific competency in a specified format.	Prepare and evaluate a bulletin board. Prepare a written communication for the child: records or the cottage.	The student will be evaluated on three occasions. 100% competencies on "Yes" See appendix - Page A-5 Competencies 12-17

Title:
Duration:
Time Block:

Objectives	Activities	Eva
2. The student will be able to complete with a "yes" evaluation each of the professional interaction skills after a ten week classroom involvement for one hour a day, five days a week.		See Com Ins pre the Com week uat

Objectives	Activities	Evaluation
ment will be able to complete "yes" evaluation each of the personal interaction skills after one week classroom involvement for a day, five days a week.		See appendix - Page 108-109 Competencies 1-10 Instructional plans will be prepared daily for each of the instructional periods. Completed lesson plans weekly for instructor evaluation.

Title: Individual and Small Group Discussion - Practicum
 Duration: Ten Weeks
 Time Block: One Hour

Objectives	Activities	Eva																						
1. The student will complete the following competencies with 100% accuracy after ten weeks of application for one hour a day, five days a week. Three successful demonstrations must be accomplished of a specific competency according to a specified format.	During a ten week period the student will participate in twenty minutes instructional periods working with an individual child on a graduated instructional involvement as listed below: <table><tr><th>Week</th><th>Involvement</th></tr><tr><td>1</td><td>Observation</td></tr><tr><td>2</td><td>2</td></tr><tr><td>3</td><td>2</td></tr><tr><td>4</td><td>3</td></tr><tr><td>5</td><td>3</td></tr><tr><td>6</td><td>4</td></tr><tr><td>7</td><td>4</td></tr><tr><td>8</td><td>4</td></tr><tr><td>9</td><td>4</td></tr><tr><td>10</td><td>4</td></tr></table>	Week	Involvement	1	Observation	2	2	3	2	4	3	5	3	6	4	7	4	8	4	9	4	10	4	The ted 100% See Comp
Week	Involvement																							
1	Observation																							
2	2																							
3	2																							
4	3																							
5	3																							
6	4																							
7	4																							
8	4																							
9	4																							
10	4																							

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Individual and Small Group Discussion - Practicum
 Weeks
 Hour

Objectives	Activities	Evaluation																						
will complete the following with 100% accuracy after ten sessions for one hour a day, week. Successful demonstrations must be of a specific competency in a specified format.	During a ten week period the student will participate in twenty minutes instructional periods working with an individual child on a graduated instructional involvement as listed below: <table><tr><th>Week</th><th>Involvement</th></tr><tr><td>1</td><td>Observation</td></tr><tr><td>2</td><td>2</td></tr><tr><td>3</td><td>2</td></tr><tr><td>4</td><td>3</td></tr><tr><td>5</td><td>3</td></tr><tr><td>6</td><td>4</td></tr><tr><td>7</td><td>4</td></tr><tr><td>8</td><td>4</td></tr><tr><td>9</td><td>4</td></tr><tr><td>10</td><td>4</td></tr></table>	Week	Involvement	1	Observation	2	2	3	2	4	3	5	3	6	4	7	4	8	4	9	4	10	4	The student will be evaluated on three occasions. 100% competency of "Yes" See appendix - Page A-5 Competencies 1 - 11
Week	Involvement																							
1	Observation																							
2	2																							
3	2																							
4	3																							
5	3																							
6	4																							
7	4																							
8	4																							
9	4																							
10	4																							

150

Title:

Duration:

Time Block:

Objectives	Activities	E
2. The student will be able to complete with a "yes" evaluation each of the professional interaction skills after a ten week classroom involvement for one hour a day, five days a week. 151	Weeks six through ten the student will be involved on a small group instructional level with four individuals being presented. Cooperating teacher will complete competency evaluation check sheet during the third, sixth and tenth weeks.	

Objectives	Activities	Evaluation
Student will be able to complete with evaluation each of the professional education skills after a ten week period of involvement for one hour a day, five days a week.	Weeks six through ten the student will be involved on a small group instructional level with four individuals being presented. Cooperating teacher will complete competency evaluation check sheet during the third, sixth and tenth weeks.	See appendix - Page 108-109 Competencies 1-10

Title:
Duration:
Time Block:

Objectives	Activities	Eva
153		Ins pre the Com ly tio

Objectives	Activities	Evaluation
		Instructional plans will be prepared daily for each of the instructional periods. Completed lesson plans weekly for instructor evaluation. 154

2. Modification Principles

Title: Modification Principles - Practicum
Duration: Nine Weeks
Time Block: Three Hours

Objectives	Activities	
The student will complete the following competencies with 100% accuracy after nine weeks of application for three hours a day, five days a week. Two successful demonstrations must be accomplished of a specific competency according to the specified format.	During a nine week period, Monday through Friday, the student will spend: One hour increasing an inappropriate behavior. One hour developing a self-help skill.	1 S O
156		

Modification Principles - Practicum

Five Weeks

Three Hours

Objectives	Activities	Evaluation
It will complete the following es with 100% accuracy after nine pplication for three hours a day, a week. Two successful demon- must be accomplished of a specific according to the specified format.	During a nine week period, Monday through Friday, the student will spend: One hour increasing an inappropriate behavior. One hour developing a self-help skill.	100% competencies on "Yes" See appendix - Page A-6 A-8 Competencies 1 - 49

3. Practical Application of Music in the Classroom

Title: Music - Practicum
 Duration: Ten Weeks
 Time Block: One Hours

Objectives	Activities	
The student will be able to prepare, demonstrate and evaluate his ability to teach five thirty minute instructional music plans in the special education classroom.	Prepare and implement eight instructional music plans of thirty minutes duration for a specified level.	Te wi cl Pe ch ts th E Te Ca ap A ts mm B se ts 1 S C

Music - Practicum
 on Weeks
 the Hours

Objectives	Activities	Evaluation
will be able to prepare, demon- evaluate his ability to teach five instructional music plans in education classroom.	Prepare and implement eight instructional music plans of thirty minutes duration for a specified level.	Teaching of music lesson will be evaluated in the classroom. Performance items may be checked off by the coopera- ting teacher or the music therapist. Evaluation: To be completed by Western Carolina Center music ther- apist and will include: A. Observation of instruc- tional presentation of one music plan. B. Analysis of scope and sequence presented in instruc- tional plan. 100% competency of "yes" See Appendix - Page A-9 A-10 Competencies 1-18

4. Medical Aspects

This learning package is not intended to be an in-depth study of the medical aspects involved in Mental Retardation or Special Education.

It is intended to give the student intern enough of an insight or overview into the medical terminology and methodology employed in the treatment of the institutionalized retardate to allow a recognition of the major symptomology and treatment procedures.

The learning outcomes of this package will be applied in all facets of the practicum block, but a direct correlation can be made to the academic learning package, "Psychology of Disability."

Title: Medical Aspects - Practicum
 Duration: Ten Weeks
 Time Block: One Hour

Objectives	Activities	Evaluation
The student will be able to: 1. Apply in written and verbal form the information assimilated for the lecture series to specific aspects of the practicum and academic intramodules at Western Carolina Center.	1. Introduction to A. area Pretest 2. Lecture: Muscular Dystrophy; Multiple Sclerosis Spina Bifida Hydrocephalus Down's Syndrome Lesch-Nyham Syndrome Kernicterus Pku 3. Lecture: Seisures (and movie) 4. Lecture: Special Health Problems of Physically Handicapped 5. Lecture: Bobath Technique 6-7. Lecture: Chromocones	Teaching lessons discussed 100% correct See app Compete Lecture evaluation

1 Aspects - Practicum
 eks
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Objectives	Activities	Evaluation
be able to: ten and verbal form the ssimulated for the lecture cific aspects of the academic intramodules at ina Center.	1. Introduction to A. area Pretest 2. Lecture: Muscular Dystrophy; Multiple Sclerosis Spina Bifida Hydrocephalus Down's Syndrome Lesch-Nyham Syndrome Kernicterus Pku 3. Lecture: Seisures (and movie) 4. Lecture: Special Health Problems of Physically Handicapped 5. Lecture: Bobath Technique 6-7. Lecture: Chromocones	Teaching of medical aspects lessons will be evaluated in discussion. 100% competencies on "Yes" See appendix - Page A-11 Competencies 1-4 Lecture series will be evaluated by post test.

Title:
Duration:
Time Block:

Objectives	Activities	Eval
	8-9. Lecture/Demonstration: Mouth Facilitation 10. Lecture: Psychological Testing For C.P. 11. Lecture: The C.P. Child 12-13. Lecture: The EEG 14. Lecture: Orthopedic Appliances 15. Lecture: Aphasia 16. Presentation From A-area ASU to other students. 17. Lecture: Multiple Handicaps Wheel Chairs and Braces Open sessions to be announced	

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Phase IV

VI. Program Evaluation

VI. Program Evaluation (Phase IV)

Rationale of Academic, Practicum and Professional Interaction Competencies

Evaluation

There are three major components of the Evaluation procedure of the institutional internship program. Included in the evaluation are the following broad base competency areas: (1) academic or theoretical knowledge, (2) practicum or practical application, and (3) professional interaction skills. Each of these areas is evaluated as a separate entity during the internship experience, but the three areas are grouped together at the culmination of the program to form the "total Evaluation of Student Internship in the Institutional Setting."

Many evaluation forms have been developed and utilized in student teaching or internship programs throughout the country, but this process of evaluation becomes unique when it is recognized that each competency or objective of the program is evaluated in absolute terms. "Absolute terms" is defined as a "yes or no" evaluation of each stated goal or competency. Most evaluation scales have utilized a likert type technique to rate a goal or objective on a one through five basis, zero through ten, or a series of descriptive adjectives such as: always, almost always, most of the time, sometimes, almost never, never. This type of evaluation tends to raise questions because it is subjective in nature--the "yes or no" absolute type of evaluation leaves little room for questioning. Either the student meets the minimal criteria of acceptance, thus a yes, or does not, indicated by the no rating.

A problem which can occur in an objective, competency based evaluation is that one individual does the entire evaluation. This program has alleviated this type of criticism by involving more than one person in evaluating the instructional competencies (inter-rater reliability), and in the development

of the specific objective competencies which are to be observed. This allows the student to receive an unbiased evaluation which does not emphasize interpersonal conflicts or value judgements.

The specific evaluation for each of the three areas will now be discussed.

The Academic portion of the evaluation is based on a "yes or no" completion of the stated instructional objectives for each learning package. A student must complete all of the objectives, but degrees of competency for each instructional objective are provided by a contracting process for each learning package. An objective quiz is administered during each session which included the assigned readings for the specified unit of instruction. An accumulation of points plus the level of contracting (Level #1, #2, or #3) determine the final grade for the course. (This is necessary due to the nature of the institution which still maintains a grading system of A,B,C, etc.)

Reference to the specific instructional objectives for each learning package can be made to the learning packages included in this manual.

The second portion of the internship evaluation includes the practicum or practical application of the academic or theoretical knowledge and processes. There are two components of this phase which include: individual and small group instructional competencies and classroom management competencies. In both of these sections the competencies are evaluated by one or more individuals and always accompanied by a specified evaluation format stated in objective terms. Each of the competencies are evaluated in absolute terms--yes or no. This leaves little question in the mind of the individual reviewing the listed competencies of the student. (A listing of the practicum competencies can be found in the Appendix.)

A student intern must receive a yes rating on each of the competencies

listed before he is said to have completed the institutional module. Recycling will take place throughout the period of instruction for those students who are having identifiable difficulties. This additional instruction will evolve from the Intern Coordinator, cooperating teacher, or the adjunct professor on the WCC staff on an individual basis through specific observation in the problem area.

The third portion of the Internship evaluation includes the Professional Interaction Skills. The inclusion of these specific competencies is based, in part, on the comments from school superintendents and other educational administrative personnel regarding the problem areas teachers encounter in adjusting to the instructional setting. Again these competencies are rated on a "yes or no" basis and they must all be successfully accomplished before the intern can complete this section.

Recycling takes place in the form of individual counseling and specific observations in the institutional setting by the Intern Coordinator and cooperating teacher. For students experiencing complex adjustment problems, referral will be arranged through the counseling and guidance services at Appalachian State University.

The Professional Interaction Skills competency list follows below.

The student intern exhibits a professional relationship in all interactions as evidenced by the following:

1. Respects the confidential nature of the diagnostic and prognostic procedure. (Y or N)
2. Shows flexibility in arranging his plans around the total educational program. (Y or N)
3. Is punctual and regular in attendances. (Y or N)
4. Can complete an assigned task within a designated time structure. (Y or N)
5. Follows line-staff relationships in accomplishing problem solving, (Y or N)

6. Attends to the mundane, menial details with diligence. (Y or N)
7. Accepts and utilizes suggestions made by cooperating teacher, principal, and supervisor. (Y or N)
8. Engages in cooperative planning. (Y or N)
9. Avoids the use of making excuses for self, pouting, shouting, crying, use of sarcasm, and down-grading other staff members and students. (Y or N)
10. Personal hygiene is evident. (Y or N)

After completing the academic practicum and professional interaction skill areas of evaluation, the completed form is placed in the student's Special Education Advisory File. This assists the ASU Special Education staff in the placement of the student. At this point, the individual recommending a student for a particular position has a firm basis for stating whether or not he knows the student will, or will not be able to fulfill a specified educational or instructional assignment.

VII. Summary and Program Projections, Appendix

In concluding this manual, it is necessary to relate to the reader some of the program projections as they are presently viewed. The following illustrates some of the program projections:

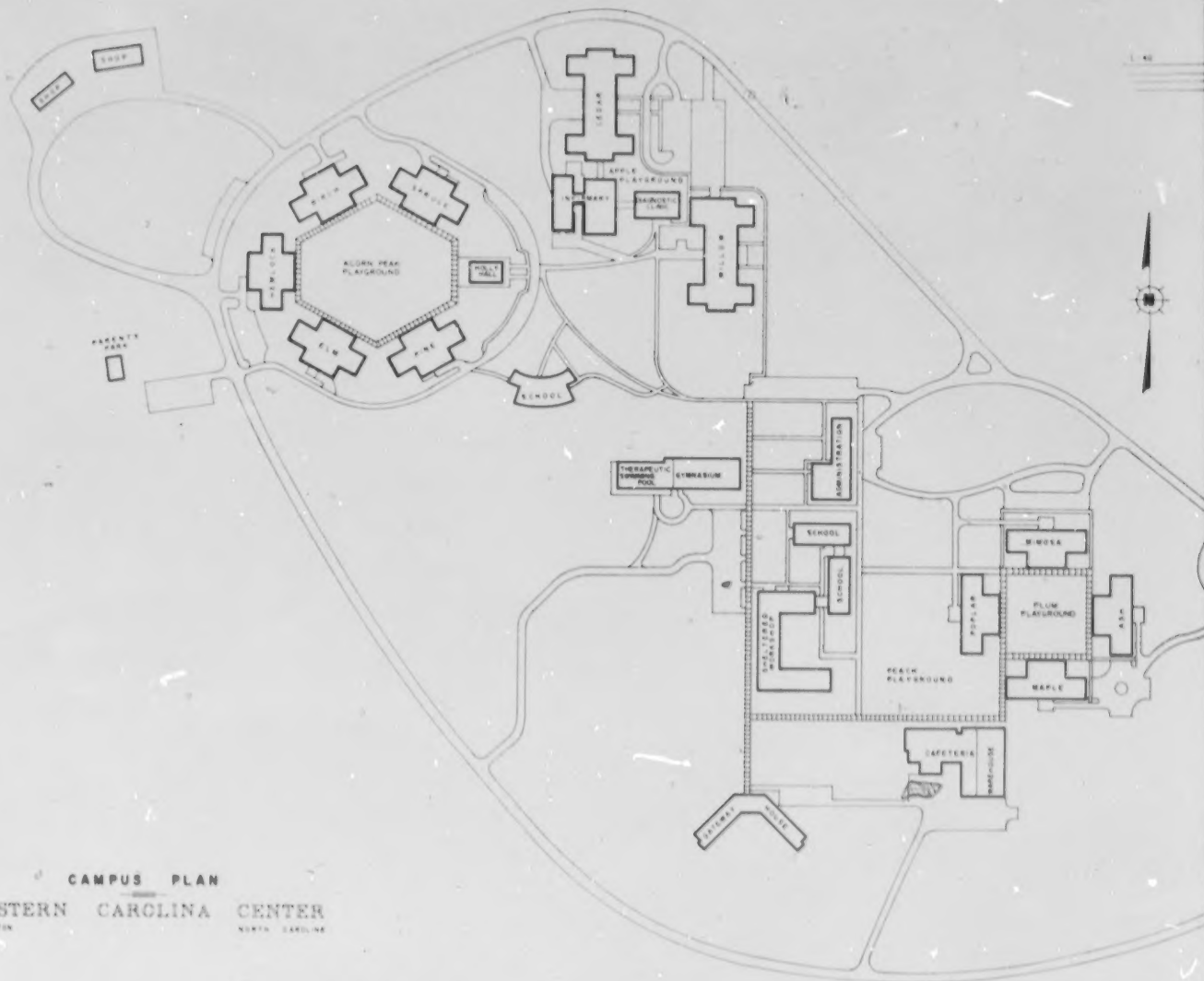
1. Constant evaluation and review will be maintained of the academic and practicum instructional objectives and competencies. Feedback will be requested from the students and the staff of Western Carolina Center. Revisions will be undertaken when deemed necessary to the betterment of the program.
2. Longitudinal research will be initiated to gather data regarding the relevance of the institutional training module in relation to teaching in the public schools. This data will be gathered from the students and from the administrative personnel responsible for the supervision of the students trained within the Applied Teaching Approach framework.
3. Plans are underway to publish a Quarterly Research bulletin, which will relate in a brief manner, some of the research on applied behavior modification techniques being utilized by the students.
4. An attempt will be initiated to interchange video tapes and other curricular materials with other institutions for the retarded in the United States. A curriculum library will be developed which will benefit not only the ASU students, but also the Western Carolina Center staff.
5. Video tapes will be prepared, which will relate the actual step-by-step process utilized by the student intern in increasing or decreasing a behavior. These tapes will be used to illustrate the sequential process necessary in training a child for a specific task.

It is hoped that the reader of this manual will feel free to react in either a positive or negative manner toward the manual in its entirety or to a specific part. We welcome any constructive criticism at this point in our program development--in fact we are looking forward to your interaction.

Hopefully such interaction will provide the necessary information for a refined program which will be accepted and endorsed by colleges and universities engaged in the training of Special Education teachers.

Appendix 1

CAMPUS PLAN
 WESTERN CAROLINA CENTER
 WINGARTON NORTH CAROLINE





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Appendix 2

1

The Role of Psychologists at Western Carolina Center

Bruce L. Bachelder

- I. Types of psychologists who work in institutions
 - A. Clinical psychologists
 - B. Psychometrists
 - C. Experimental psychologists
 - D. Educational psychologists
- II. The professional skills (through formal training) of experimental psychologists
 - A. Behavior measurement
 - B. Experimental design, execution, and publication
 - C. Knowledge of data and theory
 - 1) Mental retardation
 - 2) Behavior development
 - 3) Learning and conditioning
 - 4) Perception
 - 5) Memory
 - 6) Motor skills
 - 7) Applied psychology for behavior change and development

1
This is an outline of a brief presentation (September 22, 1972) to Appalachian State University interns (Department of Early Childhood Education).

III. Positions at Western Carolina Center

A. Dr. Larry Larsen (Assistant Superintendent for Training and Research and Education Program Unit Director)

- 1) Administers the unit
- 2) Develops programs
- 3) Facilitates the efforts of the psychologists under him
- 4) Advocates for improved policies and funding at the State level
- 5) Writes grant proposals
- 6) Conducts research according to personal interests

B. Drs. Bachelder, Clark, Jim Favell and Judy Favell (Psychology Services Coordinators)

- 1) Administer programs
- 2) Develop programs
- 3) Evaluate programs
- 4) Assist in in-service training
- 5) Conduct basic and applied research according to personal interests and program needs.
- 6) Write grants
- 7) Consult with all staff on psychological matters

C. Fleeman (Program Evaluation Coordinator) and Lowe (Psychology Services Coordinator)

Function much like the psychologists above

D. Psychology assistants

- 1) Gather, summarize, and present data
- 2) Assist with administrative details
- 3) Assist with in-service training
- 4) Assist program planning
- 5) Administer psychological tests
- 6) Do some statistical calculations

IV. How institutions differ in their use of psychologists

- A. Management authority versus clinical support service
- B. Experimental-evaluative role versus a clinical-treatment role
- C. Use of Behavior modification techniques versus other habilitation techniques
 - 1) Group therapy
 - 2) Counseling
 - 3) Diagnosis
 - 4) Individual psychotherapy
- D. Large numbers of psychologists with important roles versus small numbers with minimal roles

Appendix 3

Individual and Small Group Instructional Competencies

The student will be able to:

1. Specify the need and purpose of an instructional plan.
2. Specify the entry level skills for an instructional objective.
3. Prepare specific instructional objectives.
4. Prepare an appropriate, sequential, and clearly defined task analysis of each instructional objective.
5. Demonstrate the relationship of materials to instructional objectives.
6. Specify techniques of CM utilized.
7. Specify or list recycling techniques.
8. Secure and/or prepare instructional materials.
9. Present an advance outline of the instructional plan.
10. Objectively summarize and evaluate an instructional plan.
11. Develop and monitor a daily record of the prescriptive process for the child.

Classroom Management Competencies

The student intern can:

12. Control the class when the supervising teacher leaves the room.
13. Assist the teacher during instructional periods.
14. Daily maintain the physical classroom environment.
15. Prepare a bulletin board.
16. Prepare written communications for the child's cumulative records.
17. Operate with 100% competency the duplicating equipment.

[illegible]

Appendix 4

Evaluating the Application of Behavioral Principles

Checked by		Yes	No	Yes	No	Yes	No	Yes	No
	1. Target behavior operationally defined?								
	<u>MEASUREMENT</u>								
	2. Method appropriate for behavior?								
	3. Method used correctly?								
	4. Calculation accurate? (% of time, movements per minute, % correct, etc.)								
	5. Graphing accurate?								
	6. Reliability calculation accurate?								
	7. Reliability 85% or above?								
	<u>POSITIVE REINFORCEMENT</u>								
	8. Located an effective reinforcer?								
	9. Reinforcer delivered immediately?								
	10. Social given before other reinforcer?								
	11. Social enthusiastic?								
	12. Reinforcer delivered in small or appropriate amounts?								
	13. Fading reinforcer (rate of response or intervals increased before reinforcement occurs?)								
	14. *Has an established S ^D for each behavior?								
	15. *Fading prompts at a rate that doesn't disrupt the child?								
	16. *Effectively chained one component to another in a complex behavior?								
	(* for Self-Help Skill training only)								
	<u>DECREASING INAPPROPRIATE BEHAVIOR</u>								
	Note: At least <u>one</u> of the following must be passed.								
	<u>DRO</u>								
	17. Time schedule gradually increasing?								
	18. Effective reinforcer located?								
	19. Social with other reinforcer?								
	20. Social enthusiastic?								
	21. Reinforcer delivered in small or appropriate amounts?								

Checked by		Yes	No	Yes	No	Yes	No	Yes	No
	22. No other "disruptive" inappropriate behaviors reinforced?								
	23. Begins timing again when behavior occurs?								
	<u>REINFORCING AN INCOMPATIBLE BEHAVIOR</u>								
	24. Reinforced behavior truly incompatible with target behavior?								
	25. Located an effective reinforcer?								
	26. Reinforcer delivered immediately?								
	27. Social given before other reinforcer?								
	28. Socials enthusiastic?								
	29. Fading reinforcement (interval or rate of behavior increasing?)								
	30. Reinforcer delivered in small or appropriate amounts?								
	<u>EXTINCTION</u>								
	31. Located reinforcer for inappropriate behavior?								
	32. Withholds reinforcer for target behavior?								
	33. Temporary increase tolerable?								
	<u>TIME OUT</u>								
	34. Signals when inappropriate behavior occurs?								
	35. No communication on way to time out area?								
	36. Time-out between 3 and 15 minutes?								
	37. Response required to leave time-out area?								
	38. Period of time required after Time-out before reinforcement begins? (no communication)								
	39. Reinforces child for appropriate behavior?								

Checked by

Yes	No	Yes	No	Yes	No	Yes	No
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PUNISHMENT

40. Effective punisher located?

41. Signal before punisher?

42. Punisher delivered immediately?

43. Punisher delivered intensely?

44. Punisher delivered consistently?

45. Appropriate behavior reinforced?

VERIFICATION PROCEDURE

MULTIPLE BASELINE

46. Baseline measure continued on behavior not being trained?

47. One behavior trained at a time?

REVERSAL

48. Baseline conditions duplicated?

49. Behavior begins to return to operant level?

Appendix 5

Music In the Classroom--Practicum Competencies

The student will be able to:

	<u>Yes</u>	<u>No</u>	<u>Recycle</u>	
			<u>Yes</u>	<u>No</u>
1. Specify the need and purpose of an instructional plan.				
2. Specify the entry level skills of or an instructional objective.				
3. Prepare specific instructional objectives				
4. Prepare an appropriate, sequential, and clearly defined task analysis of each instructional objective.				
5. Demonstrate the relationship of materials to instructional objectives.				
6. Specify techniques of contingency management utilized.				
7. Specify or list recycling techniques.				
8. Secure and/or prepare instructional materials.				
9. Present an advance outline of the instructional plan.				
10. Objectively summarize and evaluate an instructional plan.				
11. Develop innovative daily record of the pre-scriptive process of the child.				
12. Perform a simple tune on the piano.				
13. Perform a simple tune on the organ.				
14. Select music appropriate for a specific level of instruction.				
15. Accomplish the following skills in the use of the autoharp:				
Tuning				
Holding				
Picking				
Stroking				
Strumming				
Fingering				
Maintenance procedures				

	<u>Yes</u>	<u>No</u>	<u>Recycle</u>	
			<u>Yes</u>	<u>No</u>
16. Demonstrate the use of the two rhythm instruments.				
17. Perform an established basic accompaniment with the following instruments:				
Tonette				
Song Flute				
Flutophone				
Recorder				
Guitar				
Ukelele				
Fingerings				
18. Present a song in an instructional situation utilizing the:				
Whole				
Phase				
Chime-in				

Appendix 6

Medical Aspects--Practicum Competencies

The student will be able to:

	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>
1. Define 100% of the medical terminology listed as pertinent by the specialist presenting the lecture.						
2. Outline the major components of each lecture presentation as specified by the lecturer.						
3. Contrast by listing the medical, physical, social, psychological, educational, and recreational components of the institutional multidisciplinary model.						
4. Present evidence varifying 90% attendance of lecture series.						